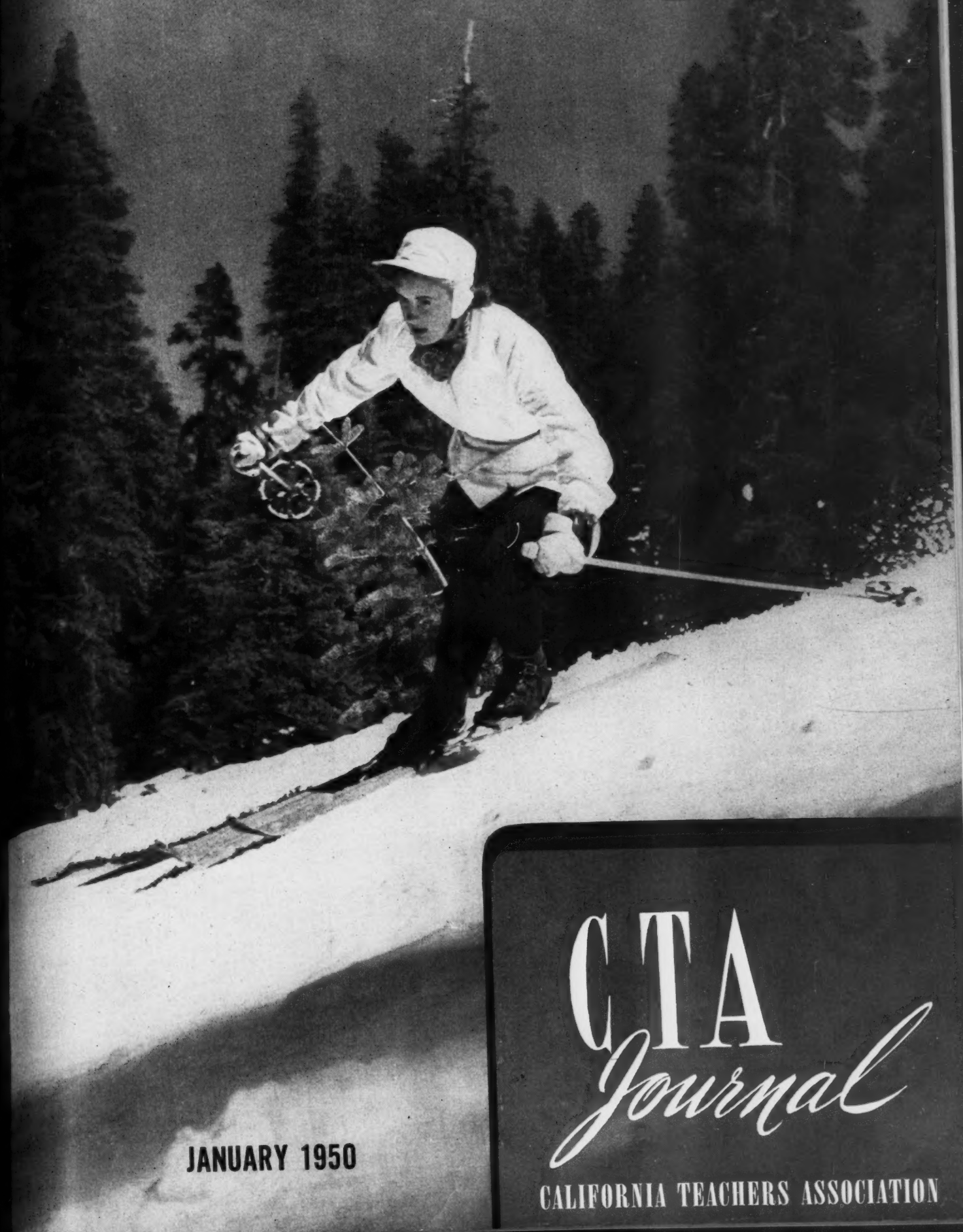


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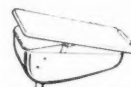
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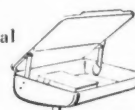
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CTA *Journal*

THE JOURNAL OF THE CALIFORNIA TEACHERS ASSOCIATION

Formerly Sierra Educational News (1904-49)

JANUARY 1950 . . . Volume 46, Number 1

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There are 59,000 copies of this issue

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CTA Journal, January 1950

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ARTHUR F. COREY, *Executive Secretary*

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State Headquarters:

391 Sutter Street

San Francisco 8

THE COVER PICTURE

SKIING IN THE CALIFORNIA SIERRA

SIXTEEN-YEAR-OLD Charlotte Zumstein, National Junior Ski Champion from Bishop, Inyo County, tests her skill on the slopes of Squaw Valley, near Lake Tahoe.

Young folks and their teachers are trekking to the High Sierra on holidays. Skiing, which 20 years ago was practiced by few, is now the leading participation sport of winter months. To youth in particular, the attractions of skiing are great.

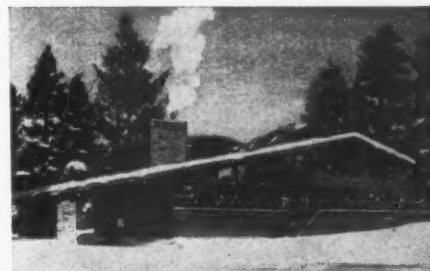
In 1950, great numbers of school and college youth will enjoy the outdoor activity that makes skiing unique. From the standpoints of health, companionship, and the development of character, skiing has high educational rating.

The popularity of this sport is demonstrated by the growth, during recent years, of ski resorts. Squaw Valley, constructed last summer, offers true Alpine-type skiing.

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Editorial note: This initial issue of CTA Journal presents the first of a series of 9 cover pictures of seasonal scenes and places in the various CTA Sections.

Squaw Valley Lodge



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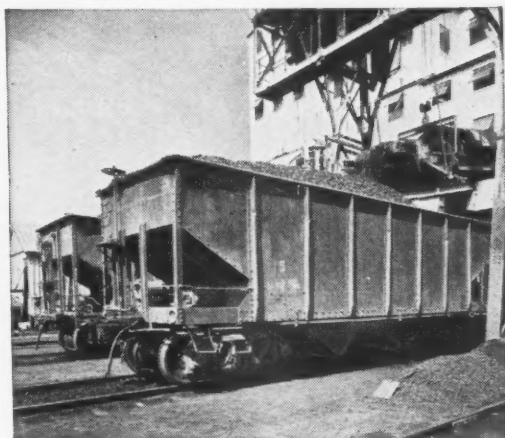
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to keep lunchroom neat
to assist servers

Mimeograph Committee:

to print weekly menus for parents

Decorating Committee:

to make colorful place mats
to put nutrition posters on lunchroom walls



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The Legislature Gives Aid to the Schools

EMERGENCY action to alleviate some of the "growing pains" suffered by California's expanding school system was taken by the State Legislature at the ten-day special session which ended just before Christmas.

By unanimous action the law-makers appropriated \$2,100,000 to help rapidly-growing districts meet expenses between now and the end of the school year on June 30. The money will be apportioned to more than 400 of the poorer districts which have grown so rapidly that they could not operate efficiently the rest of the year without help.

The crisis in school finance which prompted Governor Warren to recommend immediate action at the Special Session arose from the unpredictable enrollment increases experienced by many districts. Since State money is apportioned to schools on the A.D.A. of the preceding year, any sizeable increase naturally leaves the district without sufficient money to carry on a full program.

Attendance in some districts this year jumped as much as 100% above that of the preceding year. Some, for example, were confronted with the prospect of trying to educate 200 children with money enough for only 100.

By setting up, — (a) a stop-gap formula which takes into account the financial ability of the district and (b) by providing the money needed to guarantee a minimum program in all schools, the Legislature has eased the pressure temporarily. When the Legislature convenes again in March it must consider a long-range solution of the problem which will plague the schools so long as California continues to grow at present rates.

Adoption of the appropriation bill, A.B. 47, authored by Assemblyman Robert C. Kirkwood, of Santa Clara County, and signed by 56 other members, marks the first time that funds have been made available to finance rapid growth. When, in March, consideration is given to a new apportionment bill to replace the existing one which expires in June, it is expected that a formula for rapid growth will be included.

THE crisis has been temporarily averted, but the basic problem has not been solved. The law-makers realize this; some of them already are suggesting that State support of schools be placed on a current basis wherein money will be given districts each year on the basis of the number of children actually being educated. That, of course, is the only permanent solution. — A.F.C.

Inservice Education Programs in California

A BRIEF REPORT OF A STATEWIDE SURVEY BY THE
CTA RESEARCH DEPARTMENT

TO what extent are California school districts providing inservice education programs for their certificated personnel? How are such programs organized and administered? What is the scope of such programs? Are they accomplishing their purpose? These are just a few of the questions which the inservice education survey attempted to answer. Space will permit merely a brief summary of the survey findings. The complete survey report may be found in CTA Research Bulletin No. 18, *Inservice Education Programs of California School Districts, 1948-49*.

This survey of inservice education programs in California school districts was conducted by the CTA Research Department at the request of a subcommittee of the Teacher Education and Professional Standards Committee of the California Teachers Association. Questionnaire data and information were secured from county school superintendents, city and district school superintendents, and presidents of local and county teacher organizations.

The survey findings are grouped under 4 main headings: (1) budgetary provisions; (2) organization and administration of the program; (3) evaluation of inservice education programs; and (4) problems and suggested needs.

Some of the significant facts and observations revealed in the survey are:

1. Less than one-fourth of the reporting districts make a budgetary provision for inservice education; the amount allocated varied from \$25 per year in a small district to \$57,000 in a large district. The median allocation was approximately \$1,000 per year.

2. The superintendent in most reporting school districts assumed the responsibility of organizing and administering the inservice program.

3. The planning of the inservice education program is commonly delegated to committees of teachers and administrators, although presidents of local and county teacher organizations reported that the responsibility is more often assumed by the administrative staff.

4. The inservice program in most school districts is planned for the entire staff, although a number of variations were reported. In some instances,

only new and emergency teachers were required to participate in the inservice program. However, 41.5% of the reporting districts indicated that all teachers must take a minimum amount of inservice training.

5. When inservice education is offered, the same program serves for all groups and levels within the school system in the majority of cases.

6. There is no uniformity of practice either in the requirement or use of terms to define the inservice or professional growth requirement in California school districts.

7. The majority (56.7%) of the reporting districts do not recognize inservice education participation as applying toward advancement on the teacher salary schedule. It may be safe to conclude, therefore, that most districts do not include a professional growth requirement in their salary schedules, or do not recognize inservice education credits as fulfilling such a requirement.

8. Most inservice education programs focus attention on problems which affect the entire teacher group; minor consideration is given to problems relating to factors outside the school.

9. School faculty meetings were reported as the most frequently used media for inservice education, but both superintendents and teachers rated them as being one of the least effective techniques. Workshops, which ranked only fourth in frequency

of use, were rated highest in effectiveness by teachers and next highest by superintendents. Professional association meetings were also ranked high by teachers, but were not even listed by superintendents as a medium of inservice education.

10. The evaluation of the inservice education program is undertaken by the superintendent in most of the reporting districts, 70.1% specifying that the administration of the school reserves unto itself this function. No organized plan of evaluating the inservice program was reported by 88 districts.

11. Benefits most commonly mentioned as accruing from the inservice education programs were, in the order of frequency: (a) faculty unity and team work, (b) improvement of procedures, techniques, and methods, (c) stimulation of professional growth, and (d) curriculum development and improvement.

12. Listed as the most important single problem in developing a good inservice program was the time element. Other frequently-mentioned problems were: (a) lack of teacher interest and participation; (b) lack of teacher stamina; and (c) budgetary limitations.

13. The one change most desired in improving the inservice programs would be to have more teacher time to devote to the program.

14. Requests for CTA help was listed by more than 100 respondents. Most needed, according to the replies, are: (a) leadership in promoting good professional attitudes; (b) suggestions and guides; (c) legislation to secure necessary standards and financial support to enable the schools to do the type of inservice work that is needed.

CALL FOR MASTER TEACHERS

By Dr. C. C. Trillingham, Los Angeles County Superintendent of Schools, and
Dr. Emery Stoops, Administrative Assistant, Los Angeles County
Superintendent of Schools Office

THE greatest impact upon civilization has been made, not by a B-29 with an A-Bomb at Hiroshima, but by a Teacher in Galilee. Other great impacts have been made through the ages by great men and women who taught great ideas. The opportunity to advance civilization in an evolving world rests heavily upon the shoulders of capable classroom instructors. Our free way of life and our very existence depends upon the

quality of public education — hence America's "call for Master Teachers!"

Last September approximately 3,300,000 pupils reported to classrooms taught by teachers with sub-standard training. A year before, 7,633 classrooms remained closed, because not even emergency credential teachers were available to welcome 61,750 American children. Doors of education were slammed in the face of these children, and they were sent away to

work in the fields, to rove the streets, and to break the laws of our country.

California, as well as the nation, still faces a crisis in elementary teacher supply. This crisis has lowered our standards. We have not resorted to the lowering of standards for barbers who cut hair, nor for veterinarians who feed our dog in a pet hospital; but we have employed teachers with substandard training to direct the physical, mental and emotional growth of our boys and girls!

This is not a mass criticism of emergency teachers; many of them have made enviable records; we salute them for filling the ranks and saving our schools. It is, however, a biting criticism of social conditions which place more emphasis upon dog feeding than upon child welfare.

More disastrous than the employment of emergency teachers has been barrel-bottom hiring. Superintendents have not been able to select teachers, they have hired wholesale. A few mediocre personalities, emotional misfits, doubtful characters, and low mentalities have been swept up and into our classrooms by the dragnet of urgent necessity. Shortage has denied opportunity for selection of the best and rejection of the worst.

Teacher Shortage Threatens Democracy

This unparalleled shortage of teachers has resulted from three principal causes: (1) Since 1940, 25% of our trained teachers have left the profession through natural causes, and because of greater opportunities elsewhere; (2) possible teacher candidates since the early thirties have turned their backs upon teaching in alarming numbers, and (3) the wartime and post-war birth-rate has jumped from 18 per 1,000 to as high as 26.5 per 1,000. Briefly, more teachers leaving the profession — fewer capable young teachers coming in — with the State and nation's greatest birth-rate, equals the greatest threat we have to our democracy. Is it not possible that we might stop Communism in Europe, while we starve Democracy in America?

When our Founding Fathers set up a country dedicated to the principles of equality, liberty, and freedom of religion, they realized that such a country could not endure unless supported by a strong system of free public education. Master teachers alone can support such a system. Today, those freedoms, and the country itself, are in jeopardy because an adequate

number of capable teachers is no longer available.

Opportunities for Outstanding Teachers

Never was there a time when outstanding prospective teachers could prepare for the profession with greater assurance of a position. The greatest need is at the elementary level, especially in the lower grades. It is not too early, however, for competent teachers to begin training for upper grades, since the bulging wave of primary children will roll into junior high and senior high by the time highly-selected teachers can complete credential requirements.

To illustrate the demand for well-qualified teachers, the authors have done some research concerning conditions in Los Angeles County.

If we consider population trends in our county, we have reason to believe that well-selected teachers will be much in demand here for at least 10 years. In March, 1948, pupil-population in Los Angeles County totaled 685,793. One year later, March, 1949, the number of pupils in the county had risen to 729,892 — a gain of 6% plus. If this gain of 6% per year continues until 1960, we shall need roughly 17,000 more teachers in addition to the 26,000 which we already have in the county. Coupled with this mounting of student population within the next decade is the consideration that 7,000 to 10,000 of our teachers now in service will retire, due to all causes — making a net demand for about 25,000 additional teachers.

It is significant to note that the situation in Los Angeles County is typical of a state-wide and nation-wide condition. Here, we have about 17% of our total teaching force serving upon emergency credentials. With the dire need for teachers, it is interesting to note that in all the teacher-training institutions of Los Angeles County less than 20% of the number of elementary teachers needed by the public schools were credentialed last June. After hiring without selective screening, 80% or more of our requirements in the lower elementary grades had to be taken care of by out-of-state teachers, and by emergency credential teacher applicants. Through such wholesale demand, superintendents have had little chance to be selective in their hiring.

What our county needs is a continued and intensified program of selective teacher recruitment. We must quit shunting our highest caliber youth into medicine, law, or engineer-

ing. We must give them factual information concerning the advantages of teaching, as well.

Teachers . . . Indispensable

The ambitious and competent young man or woman who wishes to make a lasting contribution to American culture, and to world civilization, now has an unparalleled opportunity. Whether at peace, or at war, the teacher is the person who develops statesmen, scientists, industrialists, and engineers. No great man or woman could ever become great in this age of technology without the help of the elementary teacher, the high school teacher, the college professor, and the graduate research specialist.

It is our duty as teachers and counselors to point out this service opportunity to students now in our care. Make them aware that "Our teachers mold our nation's future." Each teacher in California should be a living example and an ardent advocate for the profession. This is our most effective means of recruiting a sufficient number of high caliber youth for teaching.

Qualifications of Prospective Teachers

As yet there is no way to predict exactly which qualities make for the greatest possible success in teaching. There are, however, qualifications which should be seriously considered by the counselor of a prospective teacher and by the prospective teacher himself.

Each person who desires to guide boys and girls should possess, above all else, a sincere concern for children and a love of this democratic country. He should also possess a reasonable degree of proficiency in the following characteristics: physical fitness, academic intelligence, social adaptation, good voice quality, skill in fundamental processes, general culture, a reasonable degree of extroversion, some business acumen and vocational training, leadership qualities, and in general, just good common sense.

A student who possesses a high degree of the qualifications above may be encouraged to teach. He has the characteristics which have made other teachers successful.

Teachers Are Great People

Young men and women who answer the Call for Master Teachers are choosing one of the greatest professions of all time. Great teachers guide the destinies of men, and of nations. Good teachers become immortal in the minds of students who have been lifted

to a higher plane of living. Immortals of the ages, such as Woodrow Wilson, Horace Mann, Socrates, Jesus, and Pestalozzi, reveal their true stature when judged upon the basis of their teachings.

Other great teachers are eclipsed only by the greatness of their pupils. Consider the teacher of Helen Keller, Anne Mansfield Sullivan, who opened many windows for a soul that was shrouded in darkness. Through the opening of those windows, Helen Keller was able to write:

"The most important day I remember in all my life is the one on which my teacher . . . came to me. I am filled with wonder when I consider the immeasurable contrast between the two lives which it connects."

Another great character, no less than the author of the Declaration of Independence, Thomas Jefferson, may

have eclipsed his teachers, but he still recognized the indispensable force of the teacher's contribution in his own greatness, when he said:

"It was my good fortune, and what probably fixed the destinies of my life, that Dr. William Small, of Scotland, was then Professor of Mathematics."

Selected Teachers Build Greater Democracy

For those young men and women who have the qualifications to become great teachers, never has there been such a priceless opportunity to build better boys and girls into a better democratic nation. For us in the profession, there has never been such an opportunity to select high caliber youth to answer this crucial "Call for Master Teachers."

The teachers in the Eighth Army Schools from California are: Geraldine Alexander, North Hollywood; Haven Andrist, Pomona; Robert D. Berendregt, Jamestown; Eleanor Blake, Van Nuys; Jeanne Y. Bowman, Los Angeles; Mary H. Childs, Los Angeles; Vincent B. Blaypool, Paso Robles; Marjorie Cone, Newhall; William A. Cram, San Mateo; Gladys I. Davis, Hayward; Mary E. Fletcher, San Francisco; Dorothy Gaennie, Los Angeles; Winifred Graham, Lomita Park; Erma L. Handley, Glendale; Lowell M. Jackson, Inglewood; Jack Kleinas, Berkeley; Evelyn Lindberg, Los Angeles; Helen McKenna, Los Angeles; Eula May McLean, Arvin; Frances M. Merritt, Santa Barbara; Leatha Oleson, San Francisco; Julia Overgard, Fresno; Winelda Park, San Diego; Grace A. Richards, Long Beach; Louis D. Scoble, Paradise; Frances A. Shier, San Francisco; Dorsey S. Stewart, Burbank; Dorothy E. Stuck, Ventura; Margaret J. Shullivan, Los Angeles; Lois M. Swift, Fresno; Flossie L. Temple, Palo Alto; Nadeen M. Vaghan, Los Angeles; Frances Keith Wallace, San Francisco; Carmen Yotes, Oakland; Leslie Voohrees, Browns Valley; Harriet Christenson, Los Angeles.

California Teachers in Japan

THE EIGHTH ARMY SCHOOLS FOR DEPENDENTS

By Jack G. Westbrooke, Headquarters Eighth Army

LONG before the ringing of the first bell that started the 1949 school year in far-away Japan, more than 200 American school teachers began the arduous task of packing in preparation to bring "book larnin," American style, to thousands of occupation children.

These teachers, lured by the desire to travel, quest for adventure, good pay, or a sense of duty to the dependent children of the occupation forces, will be supplemented by teachers recruited from among dependents who are already present in Japan.

The Eighth Army Dependent School Branch of the Information Section

Physical Education in the elementary grades consists mostly of running games and team play. Above, Miss Sullivan directs a game of "Steal the Bacon" for the fourth grade class. — U. S. Army Photograph.



employs 208 people, exclusive of secretaries, clerks, and janitors, to operate their schools. The 208 employees include: one supervisor, at Army headquarters; two superintendents, one at each Corps headquarters; 153 professional American teachers from 42 States, the District of Columbia and Hawaii; and 53 wives of servicemen and civilians.

Since the Eighth Army furnishes the occupation troops for all Japan, these schools are located near troop units, from northern Hokkaido to southern Kyushu, a distance equal to the distance from Minneapolis, Minnesota, to Dallas, Texas.

The 22 schools, which serve more than 3200 students, vary in size from a small one-teacher, 17-pupil school at Chitose on the island of Hokkaido to the large metropolitan schools here in Yokohama with an enrollment of more than 1000. Climatic conditions vary from the snowbound winters experienced on Hokkaido, similar to those in the Dakotas, to the mild sunny winters of California and Florida, found on the island of Kyushu.

The school calendar and the course of study for all schools were worked out by a committee set up by General Headquarters, Far East Command, and

were patterned along lines recommended by the North Central Association.

Miss Margaret Jane Sullivan, of Los Angeles, waves a happy greeting to friends as she debarks in Yokohama, Japan's leading port city. — U. S. Army Photograph.



tion of Secondary Schools and Colleges. Thus, the dependent schools of Japan, now in their third year of operation, are accredited in every State in America. To achieve their goals, the schools operate on a full 180-day schedule.

The Work Day

The work day for the teacher in Japan is just like a work day in a State-side school, for American youths react the same regardless of the physical transplanting that displaced him 5000 to 9000 miles from his normal habitat.

But after duty hours the teacher is offered many opportunities for entertainment and the study of oriental culture. There are clubs, sports, movies, amateur theater and Japanese opera. There are rest hotels that offer swimming, tennis, horseback riding, golf,

mountain climbing, skiing, and dancing. Guided tours are planned to all historic temples and culture centers.

The Army's Education Program is also available for the teachers. In the AEP schools courses range from Japanese language to accredited correspondence courses which can be applied toward further degrees. Indeed, the life of a teacher in Japan can be fascinating.

Varied Reactions

And how do the students like it? Their reaction is varied, just as would be revealed in a cross-section of an American school. This is normal, for these are American schools which follow the American plan of living. But in addition, the students and the teachers have the excitement of learning new customs and traditions by their daily association.

schools under the jurisdiction and control of the State of California and its agencies.

Financing Public Education

On recommendation of the Committee on Financing Public Education the Council voted to present A.B. 2120 to the Legislature as it was presented to the 1949 session. In the order of importance the Committee recommended consideration of the following:

1. The problem of rapid growth.
2. The problem of transportation.
3. The problem of general apportionment.

The Committee endorsed Federal Aid to education as contained in S246.

Retirement

The Retirement Committee approved two amendments to the recently-enacted State Teachers Retirement Law to correct inadvertent omissions in the act.

The Retirement Committee also acted to maintain its present stand to the effect that no credit be granted for out-of-state service after 1944. It also adopted a motion to oppose the inclusion of teachers under Social Security.

Teacher Education

The Committee on Teacher Education and Professional Standards recommended (1) adoption by the State Board of Education of progressively more stringent rules regarding the issuance of emergency credentials, some for the State as a whole, and some for counties where the emergency no longer exists, (2) that the State Board of Education continue its interest in those counties where emergency credentials are most prevalent for the purpose of correcting the causes of the situation, and (3) to study the related issues such as financing of salaries, the reorganization program, and the availability of teacher education in those areas.

The Committee recommended that the State Board of Education take the necessary steps to aid in the financing of extension courses and other teacher education facilities during the emergency.

The Committee recommended that the State provide funds to districts which co-operate in the laboratory phases of the teacher education program (directed observation, demonstration, and directed teaching) to

State Council of Education

DIGEST OF THE SEMI-ANNUAL MEETING, CTA STATE COUNCIL OF EDUCATION, DECEMBER 2, 3, LOS ANGELES

PROBABLY the most significant report made at the State Council of Education meeting in Los Angeles, December 2-3, 1949, was that made by the State Executive Secretary, Arthur F. Corey. In this report he outlined what the Association could do in the way of additional services and contributions to the educational program of the State if adequately financed. As a result of his report the Council adopted a motion before the close of the session instructing the Board of Directors to appoint a committee to study the means of financing an adequate professional program for the California Teachers Association.

This committee is to have representation from each Section, and its membership shall remain intact until a final report is made to the Council.

Legislative Committee

The Legislative Committee, after passing upon suggestions for legislation presented by other committees, adopted the following resolution:

WHEREAS, in America the education

of children is a function of the several States, administered and operated by local school districts with duly elected governing boards,

WHEREAS, there has been established an elementary school on a military post in California, supported by federal funds, but operated by military authorities, outside of local and State jurisdiction, constituting a direct threat to the established pattern of American education,

WHEREAS, the continuance of the present policy of agencies of the federal government in maintaining schools for the education of children under the sole control and jurisdiction of such agencies, independently of the public school system of the State of California, has resulted and will continue to result in unwarranted interference with the duty and function of the State of California to provide for the education of its children living within the State, and in the impairment of its public school system; now therefore be it

RESOLVED, that the Executive Secretary of the California Teachers Association be directed to take such action as may appear to him to be necessary and proper to bring the existing situation in California to the attention of Congress and appropriate agencies of the federal government and secure their cooperation in placing such

meet the cost of maintaining such programs.

The Committee urges teachers to continue to cooperate in the student teacher program without compensation, if necessary, until a satisfactory solution can be worked out.

The State Council authorized the President to appoint a committee of 3 or 5 members of California Teachers Association to work with the State Department of Education in determining ways and means of providing funds to meet the cost of student-teaching programs during the emergency which has resulted from loss of funds for the purpose in State College budgets.

Salary Schedules

The Committee on Salary Schedules and Trends recommended that schools adopting a salary schedule based on academic credits should make adequate provision for granting equivalent credit to special credentialed teachers for

technical training relative to their field of teaching.

Public Relations

The Public Relations Committee recommended that the Association work with the Curriculum Commission in an attempt to include in the State curriculum more effective methods of educating high school students in the philosophy, history and operation of the public school system.

International Relations

The International Relations Committee recommended a study on the problem of assisting exchange teachers from Europe so that the extreme income differential may be compensated for the year in which they teach in California.

Tenure

The Tenure Committee, among

other recommendations, suggested that in districts which rate teachers (for purposes other than salary), opportunity shall be given the teacher to sign the sheet as evidence of a conference on the rating.

Classroom Teachers

The Classroom Presidents Committee reported that it does not favor a State Department of Classroom Teachers for California, but favors a continuing closer coordination of the Section Classroom Teachers Departments with the Sections, with local organizations, and with one another.

Classroom Teachers Presidency

The State Council also adopted a recommendation approving the candidacy of Miss Mary Virginia Morris for the presidency of the National Education Association Department of Classroom Teachers.

California Teachers Association State Board of Directors

The Board of Directors of California Teachers Association, left to right. Lower Row: Vera Hawkins, Mary Virginia Morris, Erwin A. Dann, Louise B. Gridley. Upper Row: Nelson B. Sewell, James N. Gardner, Arthur F. Corey, Rex H. Turner, Robert C. Gillingham, W. A. Chessall. (See also Page 13.)





REPORT FROM THE PRESIDENT

To anyone interested in observing the growth of a professional organization, this report may shed illumination on the process. California Student Teachers Association has already passed the preliminary phases of small membership, and is now rapidly approaching the intermediate phases which lead to a strong group. Accelerated growth in membership, interest and professionalism has created many needs which must now be satisfied. The need for a closer-knit organization governed by more specific organizational procedure; the need for a definite code of standards; the need for larger, more tangible projects to work on; and many other problems are demanding immediate attention. We now must make the choice between being swallowed up by our own size or expanding and adjusting our procedures and accommodations to satisfy the demands of a growing body.

With pride we are able to report that progress is now being made in the direction of satisfying the needs of our organization.

Junior Executive Council Meeting

At the Junior Executive Council meeting in Los Angeles, chapter reports were made which indicate a definite trend toward improvement. Most chapters report increases in membership, as well as new and improved methods. Often these new ideas involve much work and initiative on the part of the individual members, but they are producing results. There were numerous reports of more interesting, educational and professional meetings in the chapters. Many excellent recruitment programs also are in effective operation.

Committee Reports

The committees of the Council meeting may well be proud of the work which they began. Several long-term projects which were started will, when completed, greatly facilitate organizational procedure and tend to

strengthen the effectiveness of the group.

National and International Relations

Chairman, San Diego State

By suggestion of this committee the CSTA plans to adopt a foreign university or college town, to be chosen by UNESCO. Each chapter will contribute something to the project.

This committee recommends also that each chapter cooperate with other campus organizations in promoting fellowship acquaintance activities with foreign students and teachers on campus. Also that each chapter organize a committee to collect and disseminate UNESCO materials and plan UNESCO programs in an attempt to promote local understanding.

Ethics Committee

Chairman, San Jose State

In an attempt to establish a specific set of standards for teachers in a training situation this committee has been working on a Student Code of Ethics for about a year. With active cooperation from all chapters, the Code should be ready for presentation to the Council next April.

The committee is also developing means of presenting and making effective the new CTA Code.

Recruitment Committee

Chairman, Fresno State

This committee suggests that we emphasize the good aspects of teaching rather than the bad; that we be more selective; and that we give more serious attention to the recruitment of persons into the profession. A more detailed report of the specific suggestions of this committee, in the minutes of the Council meeting, will be sent to each chapter in the near future.

Teacher Education and Professional Standards

The conclusions reached by this committee are, — that there is a need for an actual observation course before practice teaching; that the problem of

compensation for master teachers needs immediate attention; and that there is need for further investigation into the problem of teacher education courses. The committee has recommended that each chapter develop some concrete suggestions which might be used as a basis for action in the future.

Standing Rules

Chairman, University of California, Los Angeles

Feeling a great need for more definite procedures of organization, this committee was established to set up standing rules. The committee has prepared itself to study the need of various standing rules and to formulate such rules as are necessary. Problems such as who shall be the editor of the CSTA News, how unofficial delegates will be limited and housed, how officers shall be nominated, what the specific duties of the Council officers are, and others, have been attacked. It is hoped that this committee will have a set of rules ready for adoption in April.

Business

After much investigation by San Francisco State College, an official CSTA pin was presented to the Council and was adopted unanimously. Full credit for the design goes to California College of Arts and Crafts. The preparatory work on the pin is a job well done and is worthy of commendation. Detailed information concerning purchase of the pin will be made available to every chapter in the near future.

An amendment to Article V, Section 4 of the CSTA constitution, which pertains to the nomination of officers, was proposed by the University of Southern California chapter. All chapters will be notified of the proposal and should give it special consideration.

A motion was also made and passed to suggest that the CTA make an investigation to see if a more satisfactory term of membership could be set.

Outlook

The important element of the Council meeting was perhaps not what was actually accomplished, but what is now being done in the direction of meeting our needs. We have made many beginnings, all of which, when completed, will strengthen us.

The future of these projects and the whole organization, however, depends on the contribution of individual members. May it be suggested then that each person give that small extra push, for the future depends on it. — G. R. Schniepp.

Growing Pains in Mexican Education

By George C. Booth, Teacher, Long Beach City College

This is a 10-year report on Mexico's school system as far as I am concerned. I wrote my doctor's dissertation on the Federal system of Mexico; it was published by Stanford University Press in 1941. About a dozen articles appeared in national journals and educational publications on the subject.

The present material came from a two-months stay in Mexico and brings the subject up to date in a brief fashion. — George C. Booth.

Last summer thousands of school teachers from the United States visited Mexico. As a matter of course most of them visited schools and were met with the unfailing courtesy of Mexican teachers and students. What the reaction of the American visitors was to what they saw would be impossible to guess, but it is safe to say that they were all impressed with the sincerity of effort displayed.

As a matter of fact it would be difficult to miss the zeal displayed by all Mexico in things educational unless a person spent his stay visiting curio shops around the Alameda; for one is greeted with placards and signs everywhere he turns, urging greater efforts in the national campaign for the construction of schools, and if he listens to the radio or reads the newspapers he encounters other appeals.

Then, too, if one digs deeper he finds other evidences of this zeal in the schools already built and in those under construction. If the visitor has come to the capital by car or bus he has seen clean, modern schools all along the highway. During his stay in Mexico City it is hard for him to miss the dozens of model schools, sec-

ondaries, universities, and special schools with which the area is dotted.

If he happens to know that in 1922, rural education alone had 18,000 students in 309 schools, taught by 399 teachers, while in 1948 there were 900,000 pupils being taught by 24,000 teachers in 14,000 separate schools, he realizes that Mexican education has indeed come a great way. If he compares the annual budget for rural education in 1922 — 1,600,000 pesos, with the 53,000,000 spent in 1947-48 he is impressed further.

However, Mexico's educators are not nearly as impressed as is the casual visitor. Increasing numbers of them have been educated in the United States and they are becoming obsessed with the mania of our schools of education — statistics. Among themselves they quote figures and data that have a less optimistic cast.

Mostly Primary Students

They have discovered, for instance, that most of their students are in the primary schools beyond which they are not continuing. The Mexican primary school comprises the first 6 grades; beyond that is the secondary, which includes the next 3 grades. After that the student is ready for the preparatory, which leads to the university; or, he may elect the normal school or an agricultural school directly from the secondary.

Of the 23,850 schools of all types in the republic, it has been found that only 3% are above the primary level. The kindergarten, rapidly becoming an

established Mexican institution, accounted for 778 centers, and the primary plants totaled 22,357.

Thus only 715 schools above the primary level exist in Mexico, if one is to accept these data from the Secretariat of Education. The secondary schools number 367 for the Republic, which further reduces the total of higher education to 348. It must be kept in mind that this 348 includes a great part of what is called secondary education in the United States.

Analysis of Enrollment

The breakdown, considering students rather than schools, is not so startling, but it is equally revelatory. Of the 2,868,482 students of all types, 92.5% were in the kindergarten and primary. The secondary — equivalent to our junior high — included 67,262 students, or 2.3%. The remaining 5.2% of all Mexico's students were distributed in the rural normals, the urban normals, the agricultural schools, the *bellas artes*, the technical schools, the preparatories, the Polytechnic, and the universities.

This would indicate that the chief weakness of our southern neighbor's federal system of schools lies in the fact that too few are getting the agricultural, technical and professional training so necessary in a country striving for rapid technological advance. However, according to Mexico's own self-analysis, there are other blind spots.

Perhaps the first and most obvious of these blind spots is the estimate — on what authority I do not know — that 3½ million Mexican children are not in school. At the first Congress of Rural Education, held in Mexico City during the last half of June and the first part of July, 1948, the infor-

A group of girls from a boarding school for orphans, Lazaro Cardenas Center, Morelia. This school was founded under President Cardenas for refugee children from the Spanish Civil War.



A group of students at the Federal agricultural school, La Huerta.



mation was given out that 70% of all rural children are getting no schooling.

Another thing reported in their delving that is not to the liking of the Mexican maestros is the high concentration of the existing schools in Mexico City and the Federal District. In Mexico City one finds secondary schools of the most modern design in the hemisphere. There are federal schools as well as private and religious foundations, each of which vies with the other in beauty and modernity. These are the only schools that many Americans, especially those on educational commissions and tours, get to see, and the visitors are lavish in their praise of Mexican education when they return.

We are told, however, that 44.5% of all Mexico's secondary school students are in Mexico City and the Federal District—the small administrative area surrounding the capital and corresponding to our own District of Columbia. In addition, Mexican statistics show that 51% of the nation's university students are found in the capital, as well as 82.86% of the polytechnic enrollees.

Another goblin that haunts Mexican education also ghosts the American theme: teachers' salaries. It is pretty generally agreed that 8 pesos is the average university teacher's daily salary. When one considers that the present rate of exchange is eight to one, that gives an American equivalent of \$1 a day. Allowing for slightly lower prices in Mexico, it is still a marginal wage. The Congress of Rural Education turned up the startling information that in 1922—the year chosen to show the nadir of modern Mexican education—the rural maestro received an average daily stipend of 3 pesos, while today he gets 5.59 pesos. Yet, judged by the 1930 purchasing power index, today's 5.59 pesos will buy only as much as 1.86 pesos in 1922.

Teacher Preparation

Poor teacher preparation is another of Mexico's problems that is familiar to us. The system is expanding so rapidly that teachers must be obtained, yet the facilities for training teachers are limited. True, there are 57 normal schools in Mexico—rural and urban—which enrolled 14,803 would-be teachers in 1948, but these students, even with the two or three year courses offered by the various normals, are frequently able to obtain jobs that pay more than teaching. Consequently, with the usual drop-out of students, only a small percentage are

finishing the full teacher's course before entering the classroom as a maestro.

A committee of workers in rural education made a survey of the 24,000 rural teachers and obtained data on some 18,000 of them. Of the 18,000 only 4,000 were graduates of the rural normal; 3,000 had completed the first or second year of secondary school; 2,000 had attended the urban normal for various lengths of time; yet 9,000—or one-half—had only finished the 6 years of primary school.

To improve the training of rural teachers, the Instituto federal de Capacitacion del Magisterio—IFCM—was founded in 1944. This Institute offers a form of in-service training which allows the teachers to continue their education through corres-

pondence courses and short term workshops, sponsored by the traveling Cultural Missions. The incentive is an increased salary for ascending certain steps in the educational system.

In spite of all the obstacles that have been enumerated, education is going forward in Mexico; and, if present indications are a criterion, will continue to improve in quality and to grow in size. For, despite all handicaps, Mexico has one intangible—the zeal of her people. It is a zeal that is inherited from the Aztecs, who let nothing stand in the way of their conquering and building, and from the Spaniards, with their fanatical zeal. With that zeal, fused in the character of the modern educator, it will be hard for a statistic to stand in his way for long.

CTA BOARD OF DIRECTORS

Items of Interest from the Meetings of December 2, 3

THE Board of Directors of California Teachers Association elected two new members to the Ethics Commission as follows: Charles O. Blodgett of San Luis Obispo and John Low Hutchinson, principal of the Tenth Street School, Los Angeles. Mr. Blodgett succeeds Karl Bengston of Salinas, who drew the one-year term when the Commission was originally set up. Mr. Hutchinson fills the term of Mrs. Josephine P. Smith, resigned.

The Board granted applications for charters as follows:

No. 118—Yuba City Union High School Classroom Teachers Association.

No. 119—Sutter County Teachers Organization.

No. 120—Colusa County Educators Association.

No. 121—Rural Teachers Association of Santa Cruz County.

No. 122—Carmel Teachers Association.

No. 123—Pacific Grove Teachers Association.

No. 124—Paso Robles Teachers Club.

No. 125—Huntington Beach Union High School Teachers Association.

No. 126—Chowchilla Union High School Faculty Club.

No. 127—West Fresno County Teachers Association.

The Board re-appointed Dr. Sonoma Cooper of Berkeley to serve on the

Advisory Council of the Board of Nurse Examiners. The law provides that California Teachers Association shall furnish one member of this Board.

The Board determined, in accordance with the action of the State Council, to set up a new Committee on Services and Dues, to be composed of 9 members, appointed by Section officers in the same ratio as the Section is represented on the Board of Directors.

Seymour Memorial Awards

California Scholarship Federation

One \$500 award to a boy

One \$500 award to a girl

ELIGIBILITY: Applicants must have completed requirements for CSF seal and be members of the Class of 1950 (Winter or Spring).

Basis of Selection: Previous attainments, academic record, breadth of interests, leadership, service, character and personality, promise of future success.

How selected: By a committee of three judges.

Applicants must submit: (1) A personal letter; (2) a photograph; (3) an official transcript including senior B grades; (4) letter of recommendation from (a) the chapter CSF adviser, (b) the principal or counselor, (c) another faculty member, (d) a person not on the faculty.

No school should submit more than one applicant for such award. Applications are to be sent to Miss Ruth Lee, Lemoore Union High School, Lemoore, California.

Dates: All applications and recommendations must be received not later than February 20.

Detailed directions, including forms to be used in applying, are mailed to each chapter in January.

The Importance of Effective Classroom Rhythms for Fun

By Phyllis Ferrari, Teacher, Santa Lucia School, Salinas

Give rhythms in the classroom — do not use them sparingly. Give them freely and with much fun. It will pay dividends. They will be like the good seeds that you plant in your garden in the spring. They will bloom into things of beauty and wonder.

The right kind of rhythm and dancing integrates a person's whole mind, body, and emotion. Truly it is the road to health. It is the best chance in the world for the child to become acquainted with himself. It frees his soul and releases him from the awful monster called fear.

However, the eternal cry in the dark forest of pedagogism is, "But why should I add any frills to the daily dark gray school routine? I can barely get the basic essentials in now — 5 of my second graders are still unable to read. Drill, drill, drill — it wears me down." God has entrusted unto us those little lumps of clay — to make into beautiful and wonderful forms. It would wear anyone down to drill and drill, not only the teacher, but what is more important, the unknowing child.

So, for goodness sake, call rhythms frills if you must, but use them. It may be like butter on bread, but it will make your children consume a lot of knowledge faster and easier — and in the process, it will cut down a lot on your personal wear and tear.

Perhaps those five non-readers (as you call them, Miss America) may just need a little first aid. Let's examine them closely. Probably none are mentally deficient, nor have organic defects, nor serious speech defects; yet perhaps their speech is so indistinct and imperfect that progress in reading is practically impossible.

Help Their Posture

Perhaps their posture could stand a great deal of help, too. We all should know that the first step in acquiring fluent speech is good posture. When we have a good posture we express a friendly, confident greeting toward the world. We lose that feeling of inferiority and inability to meet life situations. Stop, think! What first aid can you give these children? Effective classroom rhythms — and have a lot of fun, too. That's your answer!

For a child to do classroom rhythms well and have a lot of fun, too, he must train his ear to listen. The more

training in listening he has, the easier it will be to listen to the sounds of speech. The more accurately the child learns to listen to speech sounds, the more correctly he will record them. So many children have the habit of noticing how a word looks and how it is spelled, rather than how it sounds, and so many of them have just no conception of either method. This is just another item that slows your pupils' reading down.

The beginning of a child's rhythmic sense should be developed in kindergarten. Some of us may use rhythms now, but I can wager, not nearly enough. It should go hand in hand with all other school work. The first thing one should start with, is having the children clap their hands, walk, skip, or run to the accompaniment of music or a drum. There is also a lot

of rhythm in the simple nursery rhyme. At first the child will be very awkward and slow, but after a lot of practice he will be able to coordinate much better and his reflexes will be more spontaneous. After a while he will be able to change tempo and expression rapidly.

Clella Lester Perkins, in her book, "How to Teach Music to Children," gives the following classification for activities that develop rhythmic consciousness:

"1. *Interpretive* — for small children — eg. *Do what you think the record tells you to do.*

2. *Imitative* — eg. *Swaying of trees — etc. Creative* — eg. *Heavy tread of elephants — etc.*

3. *Formal or directed* — eg. *Singing Games and Folk Dances.*"

Saluting Paul Elliott

A Tribute to a Leading Citizen of Los Angeles and of the Nation

SOMEONE has well said: "Service is the rent we pay for the space we occupy in society." By that measure, Mr. J. Paul Elliott is well in advance on his lease. For, few men in this great State of California devote as much time, energy and talent to the welfare of others. Mr. Elliott is "Exhibit 'A'" of the truth of the maxim, "Give a big job to a busy person and he'll do it well." However, in the case of Mr. Elliott, the evidence is threefold:

He is President of the Los Angeles City Board of Education, of the California School Trustees Association, and of the National School Boards Association. He is in truth, our first all-American Board President, and is a triple-threat man in other youth activities — Executive Board of the Boy Scouts, Metropolitan Youth Council, and Advisory Board of the Los Angeles State College of Applied Arts and Sciences.

He is a former teacher in the Los Angeles City Schools, instructor in music, and leader of the band at University of Southern California, an attorney, a veteran of World War I, and formerly head master of a sizable school of his own — four children.

He rarely wastes a minute, having perfected that unusual quality of not

handling a paper twice. He reaches decisions deliberately, and seldom finds it necessary to reverse a stand, because he insists upon having all the known facts before drawing a conclusion.

Mr. Elliott, the California Teachers Association salutes you!

J. Paul Elliott





Parents & Teachers

California Congress of Parents and Teachers



OPENING ANOTHER PARENT-TEACHER CHANNEL OF COMMUNICATION

By Mrs. Ralph Dow, Sacramento,
School Education Chairman, CCPT

"MR. AND MRS. PARENT, MEET YOUR CHILD'S CURRICULUM." "DO CHILDREN READ AS WELL AS THEY USED TO?" "THE WAGES OF SYNTAX." "WHEN DOES IT BEGIN TO LOOK LIKE ARITHMETIC?" These titles are a sampling of section headings in the study-guides for the new cooperative project on the teaching of the basic skills in our elementary schools.

Through their district presidents, PTAs have expressed enthusiasm for continuance of the statewide cooperative-study idea, by requesting the organization of discussion groups with educators to explore present-day methods of teaching reading, writing and arithmetic. All of the state organizations which sponsored the first project, "CITIZENSHIP IN CALIFORNIA'S SCHOOLS," again agreed to sponsor a second one. Thus, we in the CCPT, you in the CTA, the California Association of School Administrators, and the California Association of School Trustees, are sponsors. Also, we are fortunate in having representatives of the State Department of Education available for consultation with us in preparation of the study material.

As before, the California Teachers Association offered to carry a major share of the preparation of the study guides. This includes not only the basic research and drafting of the material which has been undertaken by Dr. Kenneth R. Brown of the CTA Research staff, but the actual publication of the study guides.

The California Congress has had a two-way responsibility for the projects. During the preparatory period its representatives have been liaison officers between the cooperating organizations and the State Department, consulting with them for advice, suggestions and

comments, and working with Dr. Brown in preparation of the material in its final form.

Promotion of the venture will be spearheaded by the CCPT, although all co-sponsoring organizations will publicize it to their members and urge their participation. The project is organized with study guides planned for use in conference situations, home-school conferences, or local parent-teacher workshops, depending on local conditions. Topics to be covered are: "The Elementary Curriculum Generally," "Reading," "Other Language Arts," and "Arithmetic." These study-guides are primarily for the use of the leaders and planners. They include a development of each topic, pertinent quotations and references, and suggestions for group activities and discussion. The guides are sufficient by themselves as a tool for developing the series of meetings. However, where resources are available, and where this type of project is a familiar one, the guides may become a secondary part of a locally developed cooperative plan which emphasize local situations. In some cases the state material will be incorporated into the activities of existing local Parents Workshops or Home-School conferences.

Four Meetings

In general, it is contemplated that there will be four meetings. They will be set up by schools, school districts, or county-wide, according to the decision of the local cooperative planning committee. CTA and PTA members will probably have the best insight into the possibilities of such meetings, and, obviously, teacher cooperation is essential to effective use of the material in study groups.

Some of the fruits which the California Congress expects to see harvested from this project are: The well-known advantages which result from lay and professional personnel meeting together, talking objectively about the school aims and practices, regardless of the stated topic. On the specific subject, parents will gain in understand-

ing as a result of being taken "behind the scenes" to learn something of the professional knowledge underlying present-day teaching. Teachers and administrators will gain to the extent that they utilize this increased understanding to cement parent and community cooperation into a bulwark of support for the schools, which will last long after these meetings are past. Various over the State there will be constructive results depending on the community, its interests and the present stage of home-school cooperation.

In its minimum of effectiveness, the undertaking will surely be one more step along the way to lay-understanding of the school's present-day program, and to that harmony among parents, teachers, administrators and the public which we all desire — each planning his separate role, with the full understanding and cooperation of the other, in the development of our children.

Help Your Local Group

District PTA officers probably will be planning promotion of this project even as you are reading this article. They will soon be approaching educators and school board members for help in completing plans and arranging group meetings for February and March. Some of you will share in the advance planning as well as participate in the actual meetings. If you do not hear about the project soon in your area, why not take the initiative as a member of a sponsoring group and offer your cooperation?

TO take some liberties with the text, but not with the basic theme of an article by Dr. A. J. Hamilton in the May, 1946, "California Journal of Elementary Education," . . . Join us parents at the school and clarify for us some sound educational philosophy. Informed support we know you welcome; even criticism, if informed, can be constructive.

Demonstrate for us the progress which has been made in education and psychology that parallels the wonders of physical and scientific progress in the last two decades. Teachers, supervisors, principals and administrators have the advantage of the knowledge gathered by the education and psychology departments of the great universities and the advantage of knowledge gained through experimentation. Share it with us that we be more effective parents at home, as well as more understanding in our support of your work in the schools. . . .

Our new project is a tool devised just for this worthy purpose!

RESTORING LIBRARIES

The National Congress of Parents and Teachers announces a new project to help reestablish war-destroyed libraries in overseas teacher training institutions by supplying them with books.

The program, recently authorized by the organization's Board of Managers, is being directed by a special committee on the international education project, of which Mrs. Clifford N. Jenkins of Roslyn Heights, Long Island, New York, is chairman.

"It is being financed," Mrs. Jenkins said, "by contributions from PTA

units and members. The money is used to supply the institutions, most of which are in Europe, southern Asia, and the Far East, with pedagogical books, children's books, dictionaries, and PTA publications, including the National Parent-Teacher magazine.

"Books are the basic tools of reconstruction. The war demolished thousands of schools and their libraries, completely destroying millions of volumes. There can be no progress, no democracy, no lasting peace while the world is still suffering from mental famine. Our program is to help in as many countries as possible."

Saturday Morning Movies

By Jack R. Chappell, Principal, Washington School, Burlingame, and Chairman, Photoplay Appreciation Committee, NEA Department of Audio-Visual Instruction

HAVE you ever been to the movies on a Saturday morning? You should try it some time. It's a revealing experience. If you think your pupils are occasionally restless, rebellious, or mischievous, you should watch them in action at the local cinema with all restrictions removed.

The majority are like small puppies turned loose for a romp. They shout, clap, stamp their feet, boo, eat popcorn and candy with abandon, and raise Cain in general, paying a minimum amount of attention to the endless cartoons on the screen. They eat about half of the popcorn; the rest is used for target practice, and their marksmanship would warm the cockles of a baseball scout's heart.

There are two times when they become alert: The serial makes them sit on the edge of their seats, usually running out of fingernails before it reaches its baiting climax; any show of flesh, be it a bathing suit or a low-cut dress, evokes whistles which they have copied from their teen-age brothers. Sex education has a hard row to hoe if it has to compete with the lurid suggestions youngsters learn indirectly at these Saturday fiascos.

What Can We Do?

Millions of boys and girls attend "Kids Shows" every Saturday; it's part of the ritual of growing up. CAN ANYTHING BE DONE ABOUT IT? A few conscientious parents keep their children home, but to the majority it's a chance for a couple of

hours of freedom, with no concern for the usual tripe on the screen or the bad habits their children are learning.

Dads Club Takes Action

The Dads Club at Washington School decided that something could be done. As our school had been selected as one of two Audio-Visual Demonstration Centers in California, we decided to experiment with Saturday movies for the children of the neighborhood as one of our activities.

The experiment was so successful that I felt it was worthy of passing along to other administrators and teachers who may be interested in starting similar projects in their schools.

Our Dads Club President appointed a Motion-Picture Committee, and we were ready to operate within a week. (When a group of Dads become interested in a project, they act immediately with a minimum amount of palaver.) The movie program was explained to each classroom; in fact, most of our weekly advertising was of a verbal nature. The price of admission was advertised at 9 cents, which was quite a reduction from the 25 cents required at the local theaters. We also announced that popcorn would be sold in keeping with the theater atmosphere, but that all other appetite-spoilers would be eliminated.

Did the children go for it? Let the figures speak for themselves. Over 75% of our total enrollment of 430 attended the first show; and despite variations in the weather never less

than 50% attended on subsequent Saturdays. The majority of those not attending were engaged in activities sponsored by the city recreation department.

The operation of the project was simplified by the use of two student organizations: Members of the Student Projectors Club took turns operating the equipment, while members of the school traffic squad helped supervise their fellow students. Good order was demanded and we got it, although an interesting picture usually removes any need for discipline.

Using a rotation system, we always had from 4-6 members of the Dads Club on hand to collect money, bag popcorn, supervise the children, help clean up the auditorium (although the children weren't allowed to throw popcorn, the small fry usually spill a certain amount of it) and do other small chores necessary to make the program run smoothly.

The Dads Club hoped to break even financially, but by obtaining our films through a connection in a local camera supply shop at a substantial reduction, we were able to realize quite an accumulative profit.

The Idea Spreads

We are not only going to continue our project during the coming school year, but also hope to stimulate a similar interest among other Dads Clubs and PTA groups. We have no desire to detract from the revenue of local theaters, but we do feel that our children are better off and actually get more entertainment through the selected school movies. We also feel that the time to patronize the local theaters is with the showing of a decent picture which the entire family can see together.

Nothing would please us more than to see this idea spread to other communities over the State and nation, because it is only through thousands of such local projects that a large scale reform can be effected.

A consequent result would be the lowering of rental rates, which would bring more business to the distributor, whose present charges are prohibitive to the average school.

I SHALL be happy to reply to any correspondence requesting additional information or suggestions, because as chairman of the Photoplay Appreciation Committee of the NEA, it is my hope to see this movement spread to all 48 States through the work of committee members in each State.

I. APPOINTMENT OF MRS. WOOD

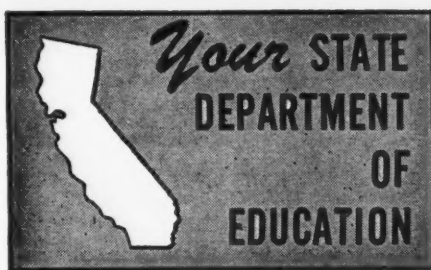
Roy E. Simpson, Superintendent of Public Instruction, has announced the appointment of Mrs. Helen Cowan Wood to the position of Assistant to the Superintendent of Public Instruction in the Los Angeles office of the State Department of Education. She succeeds Mrs. Irene Taylor Heineman, who was the first appointee and who has held the post since it was first authorized in 1931. Mrs. Heineman retired last October.

Since September, 1948, Mrs. Wood has served as a consultant in elementary education in the division of instruction in the Department, with headquarters in Sacramento. During the past year she has been State President of the California School Supervisors Association. Previously she had served as supervisor of instruction for primary grades on the staff of the Fresno County Superintendent of Schools, and as general supervisor in Lassen County Schools. From 1940 to 1946 she was successively teacher, counselor and principal of an elementary school in the Carmel Unified School District. Mrs. Wood is a graduate of Fresno State College, holds a master of arts degree from University of California at Los Angeles, and has done other graduate work at University of California, Berkeley. She is a member of Delta Kappa Gamma and of the Business and Professional Women's Club.

II. STATE COLLEGE ENROLLMENT

Dr. Aubrey A. Douglass, chief of the division of State colleges and teacher education, recently reported that enrollment for the fall term in State Colleges has been given as follows:

College	Regular Enrollment	Total Enrollment, Incl. Limited and Extension Students
Chico	1,383	1,531
Fresno	2,814	3,714
Humboldt	706	852
Los Angeles	1,781	2,602
Los Angeles-Orange	149	162
Sacramento	841	1,691
San Diego	4,289	4,827
San Francisco	3,707	4,915
San Jose	6,961	7,241
Sub-total	22,631	27,535
California Polytechnic		
San Luis Obispo	2,909	2,909
San Dimas	425	425
California Maritime	121	121
Grand Total	26,086	30,990



Enrollment in the new State Colleges at Los Angeles, Los Angeles-Orange County, and Sacramento, is composed of upper division and graduate students only. In Los Angeles and Sacramento, growth has been in excess of anticipations. Los Angeles-Orange County has exactly the same number of students that were enrolled on October 1, 1947, in Los Angeles State College for its first year of operation. It is anticipated that Los Angeles-Orange County will attract 800 students in September, 1950, and that extensive gains will be experienced also in the Sacramento and Los Angeles colleges.

Until recently, Dr. Douglass reports, it has been anticipated that the total enrollment in all the State Colleges would decrease in 1954-1955 because of the elimination of veterans from enrollments and because of the low birth rate during the 1930's. It now appears that immigration into the State may maintain the number of students in all the colleges.

It also appears that individual colleges demonstrate unexpected attractiveness to students, and that heavy population growth in an area served by an individual college may be reflected in increased enrollments beyond those predicted. San Jose State College and California State Polytechnic College have reached the maximum enrollments set forth in A Survey of the Needs of California in Higher Education. They are now faced with

the necessity of limiting their enrollments.

A plan to establish a policy for limitation of enrollment in the State Colleges will be developed and will be announced when application of such a policy becomes necessary. In all the State Colleges a policy of more rigid selection of students has been adopted, and there is an increasing dependence on junior colleges to provide training to enable students to transfer to standard four-year institutions.

In commenting on the future limitation of enrollments, Mr. Douglass emphasized that State law and policy will continue to require admission of all qualified applicants who wish to prepare for teaching.

III. VOCATIONAL EDUCATION LEADERSHIP

Wesley P. Smith, State Director of Vocational Education, has again received good news from the U. S. Office of Education about California's leadership in secondary school programs of vocational education. California ranked first among the States in the number of persons enrolled in federally-aided classes in vocational education, according to U. S. O. E. reports for 1948-49. More than 417,000 youth and adults received the benefits of such training programs, an increase of nearly 60,000 over the previous year. The State has been able to maintain this position of leadership despite the fact that federal funds are still allocated on the basis of the 1940 census of population. An adjustment in the amount of federal aid received is expected following the 1950 census.

CTA Life Membership Pin



THOSE persons who take out a Life Membership in California Teachers Association will receive a Life Membership pin, a facsimile of which appears herewith.

Life Membership at \$150 may be procured at any time. Write to your Section Secretary or to the State Headquarters for further information. Life Memberships may be paid either in full, or in three installments, interest being charged on the last two installments. Life Membership guarantees to the holder no further dues nor assessments.

Funds from Life Memberships become part of a building fund.



SOUTHERN SECTION NEWS

"Meet the Missus," a nationwide CBS audience-participation show, will be dedicated to California teachers Saturday, February 4, at 11:30 a.m., Pacific Standard Time.

Nearly 100 teachers from the Southern Section booked accommodations for an air tour to Mexico during the Christmas holidays through the Special Services department of the Southern Section.

A building permit has been issued to the Southern Section Bureau of Welfare, and construction will be started soon on the initial units of the Expanded Teachers Home.

Field conferences for leaders of local teacher associations will be held in the Southern Section on the following schedule:

Anaheim — Wednesday, January 11.
 Pomona — Thursday, January 12.
 Ojai — Thursday, January 19.
 Whittier — Tuesday, February 7.
 Orcutt — Wednesday, February 8.
 Compton — Thursday, February 9.

Conferences already have been held in San Diego County, Barstow, Redlands and Riverside.

Two new staff members have been announced by the Southern Section Board of Directors. E. S. Severson has been appointed as manager of the Credit Union, to fill the vacancy caused by the resignation of Frank Vittoria. Jack Wigle is the new manager of the California Education Press, succeeding Edward Thomas, resigned.

A pamphlet setting forth the advantages of the adoption of unified dues has been prepared in the Southern Section and is ready for distribution. More than 60 locals in the Southern Section have already adopted unified dues.

Following action of the State Council in endorsing the candidacy of Mary Virginia Morris, a Los Angeles teacher, for the presidency of the NEA Classroom Teachers Department, Mrs. Nora Pearson has been named as manager of the Miss Morris campaign.

Change of Address

IF your name and address, as printed on the cover of YOUR magazine, is NOT correct, please immediately notify CTA Journal, 391 Sutter Street, San Francisco 8, California. Whenever you change your address, notify us, stating your old address as well as your new one.

George R. Tracy, Polytechnic high school, Long Beach, was elected President of the California Scholarship Federation at the annual meeting of CSF Advisers in Los Angeles. Mr. Tracy, who was a friend of the late Charles F. Seymour, founder of the California Scholarship Federation, has been active in the work of the organization since its beginning. The other officers elected were Marie C. Lorenzo, McFarland high school, as registrar of eligibility, and Mrs. Caroline A. Erbele, Dinuba joint union high school, as treasurer; Mrs. Olga S. Hamman, San Diego high school, was appointed chairman of publicity.

President Tracy of CSF



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THE MARCH OF
DIMES**

JAN.  16-31						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

THE NATIONAL FOUNDATION FOR INFANTILE PARALYSIS

Educational Testing Service has moved its Pacific Coast office from Berkeley to Los Angeles; the new address is 4641 Hollywood Boulevard, Los Angeles 27, and the mailing address is Box 2416, Terminal Annex, Los Angeles 54. Now more accessible to the majority of Western schools and colleges, ETS offers an increasing selection of cooperatively-constructed and scientifically-evaluated tests, so that appraisals of individual capabilities may be made with precision. The new office provides educational institutions in the eleven Western States and the Pacific area with tests and programs of this non-profit nationwide testing organization.

THE TEACHER'S SCHOOL DAY

We present herewith the text of a bulletin issued to the teachers of the Taft City Schools by H. Z. Weibel, assistant superintendent and director of the education and research department. He states that the bulletin was written as an attempt to help clarify to teachers what is expected of them and to indicate what the limitations should be for the teachers' school day. — Ed.

TAFT CITY SCHOOLS

Re: The Teacher's School Day

The work of the teacher is definitely not to be compared with work in a store, office or factory.

The teacher's job is a creative one, dependent upon her resourcefulness in meeting a multitude of new and challenging situations arising throughout the day.

The teacher should not be expected regularly to appear for work before 8:15 a.m. She should not be expected to regularly be on the job after 4:30 p.m.

Many teachers do not find the time between these limits sufficient to do all the things they see need to be done. If, however, the teaching day is well planned, if materials and supplies are made ready, and if the time is properly budgeted, much can be accomplished in every school day.

A teacher will be a better person if she devotes her "home time" to activities other than school work. She will find pleasure and benefit in some of the community activities for which she is particularly fitted. The associations the teacher cultivates with people outside the profession are personally valuable and of benefit to her work.

A part of the teacher's school day should be devoted toward obtaining a working relationship with the parents of her pupils. There is no better way to discover the needs of children. The least the teacher can do to obtain this relationship is to attend the PTA meetings and to receive parents cordially when they seek a conference.

The interested teacher uses further means of communicating with parents — the telephone, letters and notes home, inviting parents in for conference, and gently getting invitations to visit the home. — H. Z. Weibel, Director of Education.



"Tape recording brings new ideas into your classroom. This free booklet tells how."



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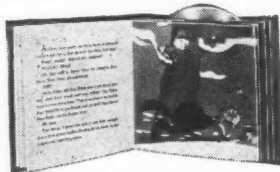
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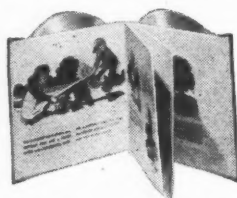
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Children's Records
 the **"LITTLE NIPPER"** series
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This new series of "Little Nipper" non-breakable records will be welcomed by all teachers. Keeps small fry busy and happy in the classroom. All the familiar favorite stories children love best.



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Color-illustrated albums and storybook showpieces of 4 favorite children's stories.



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One- or two-record showpiece container with dramatically illustrated text. 9 stories popular with youngsters.

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JANUARY 13, 14 ARE IMPORTANT

On January 13, 14, Audio-Visual Education Association of California holds its annual State conference jointly with Bay Area Section meeting of California School Supervisors Association, in San Francisco. Headquarters, Hotel Whitcomb; sessions at High School of Commerce and War Memorial Opera House. The rich and varied program includes general sessions, workshops, classroom demonstrations, luncheon, banquet, and commercial exhibits. Banquet reservations must be made in advance with Lyndon Vivrette, director of audio-visual department, Berkeley City Schools, 1414 Walnut Street, Berkeley.

AUDIO-VISUAL MEETING

California Audio-Visual Education Dealers Association announces the sponsorship of an audio-visual trade show to be held at Hollywood Roosevelt Hotel, Hollywood, California, February 2, 3 and 4, in conjunction with the Western Regional NAVA convention.

Manufacturers and distributors of audio-visual merchandise or related items will exhibit to delegates from California, Washington, Oregon, Montana, Idaho, Utah and Nevada. Photographic dealers from the 11 Western States are also being invited to attend the trade show.

Initial enthusiasm is high among manufacturers and distributors who have already indicated that they will show their merchandise. Howard K. Smith is directing the CAVEDA trade show. President of CAVEDA is Carl Loftis of Laguna Beach. Tom Hamlen is vice-president. Luis Villanueva is secretary-treasurer, 2408 West Seventh Street, Los Angeles.

NEA President Holt Visits California

California is to be host to President Andrew D. Holt of the National Education Association the week of January 30 through February 4.

Dr. Holt's itinerary is as follows:

MONDAY, January 30
 10 am — San Bernardino
 8 pm — Los Angeles City
TUESDAY, January 31
 4 pm — San Diego City and County
 8 pm — Pasadena
WEDNESDAY, February 1
 4 pm — Fresno
 8 pm — Stockton
THURSDAY, February 2
 4 pm — San Jose
 8 pm — Salinas
FRIDAY, February 3
 Noon — San Francisco
 8 pm — Petaluma
SATURDAY, February 4
 10 am — Oroville
 6 pm — Sacramento

To have enough room to accommodate everyone who wishes to hear Dr. Holt, areas which would like to hear his message should make arrangements immediately to be included in the program of the vicinity nearest to them.

CHILDHOOD EDUCATION

By Mrs. Eleanor B. Willard, Burbank,
 Corresponding Secretary

Our State Association has its annual meeting February 18 and 19, 1950, in Long Beach. This will be a workshop-type meeting, with leaders chosen from various fields of activity in which children are participating today. There will be two general lectures also and an important breakfast and dinner meeting. Headquarters will be La Fayette Hotel, with meetings in the Municipal Auditorium. Several of the newer schoolplants in Long Beach will be open for inspection.

The Association for Childhood Education International will hold its annual Study Conference in Asheville, North Carolina, April 9-14. Last year in Salt Lake City, Utah, there were nearly 100 attending from California. We hope to send as many again this year even though it is further away! This Conference follows a definite "Plan of Action."

"Children's needs change. For 1949-51 their more urgent needs, as seen by those who work with them from day to day, differ from those of the immediate post-war period. The Association's new program is adjusted to fit those changing needs. Here is the ACEI Plan of Action for 1949-51":

1. Work for better understanding of children and better guidance for every child in the school, the home, and the community.
2. Strive for better conditions and facilities that contribute to the continuous growth and development of children.
3. Urge the improvement of existing educational services for children under six, and the extension of these services to more children.
4. Seek more well-prepared teachers, and encourage pride in the profession.
5. Publicize the needs of children and the school program to parents, community workers, legislators, and the general public.

UNITED NATIONS FLAG

The celebration of United Nations Week at Los Angeles High School was climaxed by an assembly at which the student government organization presented the school with a large United Nations flag. The ceremony of presentation was dramatic and moving. As the stage curtains were parted revealing the spotlighted flag, a voice from back-stage spoke words written by Mrs. Elizabeth Briggs, Social Studies teacher:

"The United Nations Flag Speaks"

"I am the flag of the United Nations. I am whatever men make me — nothing more. But I am all that people everywhere hope for, and have the courage to try for. I am the melody of world harmony or the clash of discordant tongues. I am the answer to man's prayer for 'peace in our time' or the blasting of man's dreams. I am the Charter of the United Nations, the Declaration of Human Rights, the International Court of Justice, and the General Assembly of 59 nations. I am the outcast, the homeless, the scientist, the conciliator. I affirm the 'dignity and worth of the human person.'"

"I am Christian, Mohammedan, Jew, Buddhist — the surge of man's soul Godward. I am not perfect, but I am perfectable. I have prevented three wars, rebuilt schools, fed starving children, fought dis-

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when you buy a new one

SAYS *Joan Taylor*

HOME ECONOMIST, SAN DIEGO GAS & ELECTRIC COMPANY



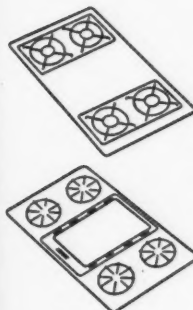
HIGH BROILER OR LOW? You get live-flame smokeless broiling from any new gas range *plus* your choice of a waist-high swing-out broiler, a top-drawer pull-out broiler or a broiler below your oven. High broilers have own burner and control, enabling you to use oven separately.



CLOCK CONTROL OR TIMER? Clock control permits you to cook a complete meal in the oven of your new gas range while away from home. The timer is handy if you do lots of baking. Just place your cake or pie in the oven and forget it until timer signals baking's done.



SINGLE OR DOUBLE OVEN? The two-oven gas range is a big help when you entertain. You can set one oven at 450° for hot biscuits, for example, and the other at 300° for a roast. The single oven is standard. Neither single nor double ovens require preheating or shifting of pans.



WORK SURFACE OR GRIDDLE? If your kitchen counter space is limited, you'll find the work surfaces available on new gas ranges a welcome addition. But if your family is fond of fried foods, the griddle is a great convenience. It eliminates bulky skillets.

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ease. My ideal is the Four Freedoms. My emblem is the olive branch of peace. You, and the people of 59 nations whose destiny is indivisible, must strengthen the defenses of peace, that I may fly forever over a World United."

The words were inspired by and follow the pattern of Franklin Lane's "The Flag Speaks." The writer, Mrs. Briggs, is the school's United Nations Chairman, and for some years was sponsor of the World Friendship Club at Los Angeles High School. Last year she served as the superintendent's sponsor of the Los Angeles City Federation of World Friendship Clubs. She is national chairman of a loan and fellowship fund which has brought social workers from Chile, Holland and India to the United States for study of American social work methods.

We thought other teachers would be interested. Sincerely yours, (Miss) Rexie E. Bennett, Chairman of Social Studies Department, Los Angeles High School.

Notes from Faculty Meeting

Faculty meeting is almost over
And both of the clock hands glisten,
But Mrs. McNulty is rising from cover
And all of you better listen.
Mrs. McNulty has launched a concern:

*Some are the students who want to learn,
But many are dilatory,
And shy from the class
With a note or a pass
To go to the lavatory.
Oh, how'll we tell and how'll we know
The laggards from those who had ought
to go?*

Put away your sheepskin,
Hide your fond M.A.
Forget you've been to college seven years:
Turn an attitude parental
Toward these problems elemental,
Consider well the habits of our dears.
And though you burn with lesson plan
You've culled from Greek to Horace Mann,
Forget the past with all its glory
And think about the lavatory.

Oh, do you seek the Ph.D's
To furnish up your name,
Or is your stomach hung with keys
Proof of scholar's fame?
Turn from wisdom's cultured pearls,
Consider rooms for Boys and Girls,
Turn your thoughts from book and
summing
To white tile and modern plumbing.

*Shouldn't we make it a legal rule
For every teacher to keep his school
And openly frown on this laissez-faire
From lecture rooms to the You-Know-Where?*

If you were in a college play
Forget your histrionics,
Or did you sing a roundelay
Or study up on phonics?
And you who did your college proud
With head nor bloody nor unbowed
In football or in swimmin' —
Forget it all. Your job is this:
To educate the lad and miss
On doors marked "Men" and "Wimmin."

By Esther Wollam Bennett,
Manhattan Beach.

PLACER COUNTY TEACHERS ASSOCIATION

Dick Hoffmann, President of Placer County Teachers Association, has announced the working committees for the school year:

Executive Committee: Dick Hoffmann, Placer high school; Jack Goodwin, vice-president, Penryn elementary; Frances Morgan, secretary-treasurer; Harry Burcell, past president, Loomis elementary.

Teacher Welfare Committee: Ralph Williams, Lincoln high school; Leo Ryan, Auburn elementary; Lela Rasmussen, Penryn elementary.

Public and Professional Relations Committee: Forrest Tarleton, Auburn elementary; John S. Woods, Lincoln elementary; Lois Hatch, Placer college; Frank Burke, County office; Tony Novak, Foresthill elementary; John McPherson, Alta elementary.

Legislative Committee: Richard Brown, Loomis elementary; E. V. Cain, Auburn elementary; Charles Parsons, County office; Gordon Arlett, Placer high school, Placer college.

Plans were made for a social night for all the teachers of Placer County, to be held the middle of January.

It was decided that the PCTA would send a letter to the Institute Committee of CTA Northern Section, expressing the pleasure of the teachers of Placer County for presenting the inspiring institute November 21-23 at Sacramento. — Forrest L. Tarleton.

NORTHERN SECTION NEWS

The Northern Section sponsored a Joint Institute in Sacramento November 21-23; there were 15 counties and one city participating. Three of the counties were visitors from other Sections: Lake and Solano from the Bay Section, and Trinity from the North Coast. The program was one of the inspirational sort, only one afternoon being given to group meetings. The general consensus of opinion is that this was one of the best that we have ever had. Addresses were given by Doctors Howard Pierce Davis, Milton Silverman, Louis H. Evans and James Millar, and by Geoffrey Morgan and J. Leroy Rosenberg.

These Joint Institutes, in the past, have been the occasion of our biennial election of Section officers. At this meeting the members voted to change the Constitution in several particulars. Some of these were necessitated by changes in the by-laws of the State CTA. Elections, hereafter, are for 3 years, instead of 2. The Section officers will be elected by the Council instead of direct vote; hence the Section will not again sponsor the Joint Institute. If the teachers and the county officers desire it, the Section may co-operate in the holding of "Conventions" that will perform a similar function.

The following officers were elected for the years 1950, 51, 52: President — George I. Linn, of Sacramento; Vice-President — Mrs. Fern DeSoto, of Redding; elected members of Executive Committee — E. P. Mapes, of Willows; Elizabeth Yank, of Marysville.

The 14 members of the State Council will be: Howbert Bonnett, Sacramento; Lyrel D. Bullard, Placerville; E. V. Cain, Auburn; John S. Corbin, Sacramento County; Louis Edwards, Durham; Robert M. Fulton, Susanville; Leroy Hay, Sacramento; F. McElwain Howard, Sacramento County; Mrs. Irene Owings, Chico; John H. Palmer, Marysville; Walter Patchett, Woodland; Charles K. Price, Orland; Marks Smith, Alturas; and Siebert Stephens of Redding.

The next meeting of the Section Council will be in Marysville on January 21. — R. W. Everett, Executive Secretary.

CTA Journal, January 1950



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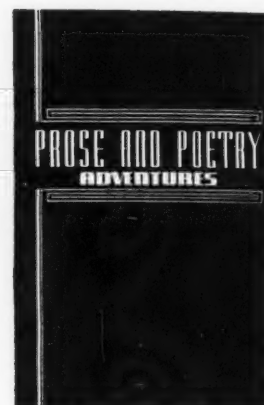
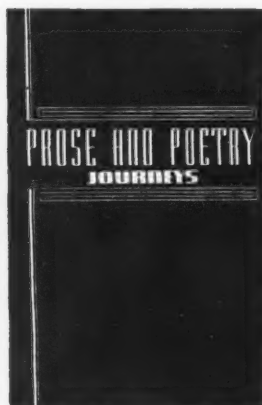
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WHAT THE SCHOOLS MUST DO

Dear Editor:

Judging from a number of articles that I have found in recent magazines, it is evident that a number of classroom teachers are following a sound basic philosophy of education.

A Philosophy means the establishing of a goal to be attained and the developing of a program that will make it possible to reach the goal.

The writer has attended a number of NEA conventions in the past 40 years and has also listened to many educational speakers and political leaders talk about our public schools. More than 15 years ago I reached the conclusion that the chief purpose of our public schools is to train our young people for worthy citizenship in this nation—the United States of America.

If we are to continue as a land of free enterprise, it is necessary to train our young people to think, work and adjust themselves to their surroundings. It is also necessary to train our young people to develop self-confidence, become self-reliant, and develop self-control.

If we are to continue as a land of Liberty and Freedom, it is necessary to train our young people to respect all constituted authority, respect and obey the laws of the land, respect the rights of others, and learn to get along harmoniously with other people regardless of color, race or creed.

This all seems to be a sound, basic philosophy of education and perhaps should be adopted by the teachers association.

Very truly yours,
John E. Doren.

Eureka

PI LAMBDA THETA AWARDS

Pi Lambda Theta, national association for women in education, announces two awards of \$400 each, to be granted on or before August 15, for significant research studies in education. Three copies of the final report of the completed research study shall be submitted by June 1 to the Committee on Studies and Awards. For complete details address the chairman of the Committee on Studies and Awards, Alice H. Hayden, University of Washington, Seattle 5, Washington.

Californians will be interested to know that another member of the committee is Elizabeth K. Bauer of Berkeley.

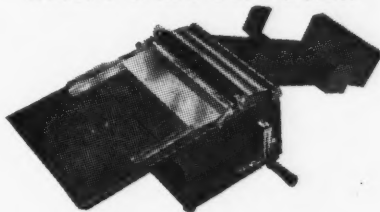
SOUTHERN LIBRARIANS MEET

School Library Association of California, Southern Section, under the leadership of President Margaret Jackson, librarian at Santa Monica High School, reports the opening of its most successful year. Membership exceeds that of previous years; the first two Book Breakfasts drew record crowds. The October meeting featured a report on a year's round-the-world trip by Florence Riniker, recently returned to her position as librarian at University High School in Los Angeles. The November Book Breakfast centered reviews around science fiction with Robert Heinlein, author, and his wife as special guests. Nance O'Neill, Manual Arts High School, Los Angeles, is chairman of the Book Breakfast meetings.

The association Christmas meeting was held Saturday, December 10. The morning session met in the auditorium of El Rodeo

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NO AGENT WILL CALL

Elementary School, Beverly Hills, at 10:30. Speakers were Jean Bauer and Judy Colyer, on "Behind the Iron Curtain"; information for their talk and the kodachrome slides used to illustrate their lecture were secured during their 18-months association with the United Nations.

The afternoon session met in the Crystal Room of the Beverly Hills Hotel at 12:30 p.m. The speaker following luncheon was Dr. John W. Dodds, on "Our Golden Opportunity for Enriched Living." Dr. Dodds is director of Special Programs in the Humanities at Stanford University. — Florence Riniker, press chairman.

The first subscriber to the California Journal of Educational Research was Mrs. Zelma W. Pierce, counselor and teacher of English at Santa Barbara High School. We congratulate Mrs. Pierce on her professional alertness and interest.

California Association of Journalism Directors held its 1949 meeting October 15 at Stanford University in connection with Central California Scholastic Press Association. Among the features on the program was a panel discussion on the journalism teachers load presented by Helen A. Sinsbaugh, Redondo Beach Union High School,

and Russell Wright Edwards, John Marshall High School, Los Angeles; Miss F. Turner, Palo Alto High School, secretary.

SUMMER TOUR OF EUROPE

For the third successive year, the San Francisco State College is organizing a "Seminar in Europe" in connection with its regular 1950 Summer Session. College credit is given for work in connection with this tour of Europe, and the tour itself is arranged as an educational experience with interviews at government headquarters and with educational leaders.

Visits are made to schools, relief centers, D. P. Camps, etc. In former Seminars, the group has been received by the Mayors of Vienna, Rome and Prague. As guests of a member of Parliament, they had dinner at the House of Commons. They attended a Shakespeare play at Stratford-on-Avon and visited several of the colleges at Oxford. This year's tour will include the Passion Play at Oberammergau.

Inquiries should be directed to Dr. Alfred G. Fisk, San Francisco State College, San Francisco 2. Dr. Fisk is professor of philosophy; this will be his tenth trip to Europe.

The itinerary planned for this year is a very comprehensive one, and trans-Atlantic reservations for the group have been made on the Queen Elizabeth.

FOUR COP TRIPS

Just returned from conducting the second annual Christmas season flight tour to Mexico, Elliott J. Taylor, director of tours for the College of the Pacific, has announced four fine travel opportunities during the spring and summer.

1. The 14th annual Death Valley Expedition, directed jointly by Dr. A. T. Bowden and Professor J. H. Jonte, is set for April 1-8. For many years organized as an auto-caravan tour, the 1950 expedition will travel in a fleet of modern Greyhound buses, an arrangement which will give more time for observation and exploration as the tourists roam Death Valley, the Panamint Valley, and the whole fascinating Death Valley area. The expedition will be limited to about 230 people, the capacity of 6 Greyhound buses.

2. April 1-7 will see the third annual Pacific-sponsored California Missions tour on the road. Also a bus tour, but with hotel stops, the group will visit 21 mission sites from San Diego to Sonoma. Dr. Rockwell D. Hunt, a noted California historian, will be along to provide his fascinating and authentic commentary. Mr. and Mrs. Arthur Farey will be tour conductors.

3. Taylor, who has succeeded retired Dr. G. A. Werner in the direction of College of the Pacific travel enterprise, has posted two major summer attractions. The first is a coast-to-coast radio and television study and observation tour, July 25 to August 27. The travel will be by standard train, and Pacific radio director John C. Crabbe is slated to direct the group.

4. The European tour, June 22 to August 9 (dates from New York to New York), will cover western and southern Europe and will include three of the greatest attractions on the continent now. These are the Holy Year observance in Italy, the Salzburg Music Festival, and the Passion Play at Oberammergau.

Complete itineraries and all information on costs and accommodations may be obtained by addressing Taylor's office at College of the Pacific, Stockton.

NEW HORIZONS IN TEACHING

Suggestions we hope you will find helpful and interesting

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"CHILD TRAINING"

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Teachers for the younger groups may find this booklet exceedingly helpful in dealing not only with children but also with their parents



The American Medical Association makes available this attractive and interesting booklet, "Child Training" by Elizabeth Hurlock, consulting psychologist. Their idea in doing this is so that teachers and parents everywhere in America may have this handy, important reference aid in helping them solve some of the most common problems in the training and teaching of children.

"MOST of the problems of the young are not so mountainous when teachers and parents have some scientific, sympathetic understanding of what is going on in the child's mind". That's the way Dr. Hurlock feels and the point of view she expresses all through this booklet.

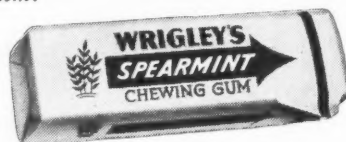
THERE are 24 easily digested pages with reprints, for the first time, of Dr. Hurlock's popular articles on such a wide range of subjects as:

- 1 Leaders Are Made, Not Born
- 2 Storm and Stress in Childhood
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- 4 A Cure for Dawdlers
- 5 Cutting The Apron Strings

THIS BOOKLET is completely and appealingly illustrated and the frontispiece is a photograph of Dr. Hurlock.

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Jewelry Making and Design, now in its third printing, is a revised edition of a widely used textbook for teachers, students of design, and craft workers. The authors, Rose and Cirino, are nationally known as authorities in this field. The beautiful book of 300 pages is profusely illustrated and the instructions are clear and easy to follow. Published by Davis Press, Worcester; price \$8.95.

NEW FILMS

Films are 16 mm sound, black-and-white, "classroom-tested," and may be secured from local distributors.

Puppet Pictures (10 minutes, color also, Coronet Films). Fairy-tale folk are fashioned into puppets to tell movie versions of the old tales: Rumpelstiltskin, Honest Woodsman, King Midas, The Cow and the Sprite, and Legend of the Pied Piper. Artfully-created and skillfully handled, the puppets in action inspire young artist-dramatists to effort of their own. Others will re-read the stories, or sketch admired scenes. All will enjoy the films, for you can be 6 or 66 and still like puppets!

Here's How We Print (10 minutes, color also, Bailey Films). This simple film starts children discovering how printing is done. Printer Bob hand-sets letters and space blocks, locks the frame, pulls proof, inks plate and rollers, and hand-turns the press. The film could precede a trip to a modern printing plant's complicated machines. Children may experiment with block printing or rubber stamps after seeing this "ink-and-press" process.

Save Those Teeth (10 minutes, Encyclopaedia Britannica Films). Dan's friend, his dentist, shows him very important tips, and Dan (just as will your elementary school children who see Dan) decides to try his best to follow them. Tips: After-meal care (correct brushing or rinsing with water), during-meal care (avoid sweets). Dan sees microscopic bacteria from his own teeth and learns how they act. The dentist demonstrates fluoride treatment and suggests its protection. Health and science classes, and parents, too, should see this film.

Speech-Stage fright and What to Do About It (10 minutes, Young America

Films). Don't restrict this film to speech classes, although it's one of a series for them, but share it with all who talk aloud and have to be listened to! You've all had the feeling and know how Fred felt before he learned what to do. The after sequence shows a masterful Fred, and shows how he did it.

If You Want a Job — Act Now! by Helen M. Woodward, a 32-page brochure, first published in 1946, now appearing in a new edition with considerable additional material, successfully links placement with a sound guidance program and is well-written; price 75c. Address the author at P.O. Box 2066, Philadelphia 3, Pennsylvania.

Naturegraph Company, P.O. Box 62, Los Altos, California, issues books, charts, book-

lets, maps, games, leaflets, and collections for the use of teachers and students of nature study and the natural sciences. Volume 2 of the Pocket Keys, for example, is an illustrated key to the lizards, snakes and turtles of the West; 32 pages, illustrated and with maps; price 50c. Also new is a series of California conservation leaflets, 15c each; illustrated and dealing with the conservation of forests, wild-flowers, water resources, etc. Number 1 in this new series, Conservation of Forests in California is of great practical interest to all Californians. The others, C-2 to C-8, are scheduled for production this coming spring; the firm accepts orders for C-2 to C-8, notifying customers that the leaflets will be mailed as published. The set C-1 to C-8 sells for \$1. For the complete illustrated catalog write to the company.

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My Suggestion

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On an attached sheet is my
suggestion for the magazine.

Name.....

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HEALTH INSTRUCTION GUIDE

The Tulare County Health Instruction Guide is being distributed to elementary school teachers in January, according to J. Post Williams, County Superintendent.

This is one of the first attempts to prepare, cooperatively, a practical county elementary school health instruction guide for teachers, based upon extensive studies of pupil and community health needs and interests.

The cooperative school health survey, 1947-48, of the 126 schools in this area, indicated the need for the manual. In keeping with the California Education Code and A Framework for Public Education in California, it was prepared to help the pupils protect and improve their personal and community health.

A national study was made to locate the recommended health instructional materials used in this publication. The manuscript was submitted to the faculties of six pilot schools representing every type in Tulare County, and was approved after many revisions.

A guide is now being prepared in the secondary schools of this area in order to develop a coordinated program of health instruction from kindergarten through junior college.

This publication will be presented officially to the educators of California next spring at the conventions of the County Superintendents of Schools in Asilomar and the Elementary School Administrators Association in Hollywood.

"We thank the more than 4,000 persons on local, county, State and national levels

who contributed during the past two years to the success of this cooperative project," Superintendent Williams concluded.

Tulare County organizations participating in this program included, among many others, the California Teachers Association. — Burt M. Kebrec, Coordinator of Health Education, Tulare County Schools.

To accompany **California Stepping-Stones**, the children's book published by Stanford University Press and reviewed in the October 1948 issue of this magazine, a Teachers Utilization Guide is now issued, covering a series of 10 transcribed dramatizations of colorful episodes in the history of the Golden State, designed especially for children and presented by the Junior League of California. For further information write to Radio Chairman, The Junior League of San Francisco, Hotel Mark Hopkins, San Francisco 8.

"**The Educational Career of Susan Miller Dorsey**" is the title of a doctoral dissertation completed in the School of Education, University of California at Los Angeles, by Mrs. Georgette Foster McGregor.

Even though Mrs. Dorsey's entire life is touched upon in the study, her educational contributions and achievements are stressed. Serving as a teacher of Latin and Greek, as the head of the classics department in Los Angeles High School, as a high school vice-principal, as an assistant superintendent in the Los Angeles City Schools — her career reached its peak when Mrs. Dorsey was selected as Superintendent of the Los Angeles City Schools, a position which she held from 1920-1929. The dissertation

closes with a review of the work which followed her resignation, from 1929-1946.

The 32-year-old author of the doctoral study, Mrs. Georgette Foster McGregor, received her bachelor's degree from UCLA, master's degree from Syracuse University, New York, and her doctor's degree from UCLA, awarded last June. She has worked as a newspaper reporter, feature writer, and university instructor.

Currently, Mrs. McGregor teaches a class in speech in the UCLA extension division in addition to her writing, lecturing, and public relations work.

101 Devices and Activities for the Teachers of English, by Arnold L. Lazarus, Santa Monica High School. All of these interesting ideas and "imaginings" have been class tested. Price of the 2-page sheet is \$1, less than 1c for each idea. Address the author at Santa Monica High School.

American Square Dances of the West and Southwest by Owens, an illustrated book of 190 pages, is a practical instruction text for classroom or dance-floor use. The author has danced and called the square dances all over the United States from the Pacific Coast to New England. Published by Pacific Books, Box 558, Palo Alto; price \$3.50.

Cultural Growth Series, brought out by Laidlaw Brothers, are praiseworthy, modern reading literature texts for the upper grades. 7th grade: *Excursion in Fact and Fancy*, 575 pages, illustrated; price \$2.40; 8th grade: *Your World in Prose and Verse*, 608 pages, illustrated; price \$2.52. Address Laidlaw at 609 Mission Street, San Francisco 5.



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THREAD THAT RUNS SO TRUE

Reviewed by Leta Glasier, Adjustment Teacher in Sight, Roosevelt Junior High School, San Diego

Basing his title on this song of childhood, Jesse Stuart has written one of the most entertaining, heartwarming and provocative books extant on schoolteaching. It is entertaining because Mr. Stuart sees the humor in the schoolroom situations which we live through with him.

No one will enjoy this book as much as those teachers who have lived in small communities in the south, but for the others it will cause reflection. Here is an America, not of the distant past, but still with us, an America which needs careful attention.

Mr. Stuart's struggles in several schools from Lonesome Valley, Kentucky, to Dartmouth, Ohio, give us exciting reading. He taught "progressively" without knowing what the word meant. The "needle's eye" is the teacher, and the thread is play while learning — making learning fun.

All of this time the author was trying to increase his income. Teachers in California should read this portion carefully! During the 15 years with which this story deals he worked at a variety of occupations to supplement a poor schoolteacher's salary. He was a blacksmith and a tobacco-farmer. All of this time he was studying, watching the prejudices, observing questionable elections, parental negligence, inadequate school-buildings. He noted the struggle poor students had to get to college and to remain there. He averaged his own salary for the 9 years and found it to be \$160.30 per year!

But with the publication of two well-known books, "The Man With the Bull Tongue Plow" and "Beyond Dark Hills," the fame of this Kentucky teacher began to spread, and he was invited to lecture in nearby towns and universities.

Let us go back to his early struggles as a teacher at 17. There was one Guy Hawkins, 21 years old and in the first grade.

"Yet he was not through. I hit him hard enough to knock two men down — I caught him with a haymaker under the chin and laid him across the desk. Then he rolled on the floor. He lay there with blood running from his nose and mouth. His eyes were rolled back. If this is teaching!"

Yes, he taught 54 classes a day in Lonesome Valley — and before he had finished he had convinced Guy Hawkins that he should become a teacher!

During the war Kentucky lost its qualified teachers, and in Mr. Stuart's own county more than 100 left for jobs in industry. They have not returned.

Written by a man who is both fervent and intelligent, here is a plea for better schools and better teachers. (Published by Scribners.)

For every Congressman who voted to table or refer back to committee the much-needed Federal Aid to Education bill THIS SHOULD BE REQUIRED READING.

Personal and Confidential, an adventure in guidance as a preparation for counseling, by Dr. Leonard L. Bowman, Santa Barbara High School, is a praiseworthy 32-page brochure, illustrated in color and published by School and College Service, Station B, Columbus, Ohio. This well-prepared and stimulating workbook, for junior and senior high school students, is a first step in any counseling or guidance program. Price 50c.

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BOOKS FOR MID-CENTURY READERS

By Laura B. Everett, Berry Creek

Prairie Schooner Detours, by Irene D. Paden. This notable book follows In the Wake of the Prairie Schooner, and tells of the treacherous cut-offs followed by the unfortunate Donner Party and other hapless immigrants. Important for this Centennial Year. Macmillan; \$3.75.

The Shirley Letters from the California Mines, 1851-52, edited by Oscar Lewis and Robert Cleland. Remarkable letters on which Bret Harte based some of his stories. Mrs. Louise Clappe or "Dame Shirley," who wrote these letters, had been a classmate of Emily Dickinson. Later, Mrs. Clappe taught for years in the Denman School in San Francisco. Knopf; \$3.50.

The Eagle and the Egg, by Oliver La Farge. The history of military transport flying, as well as of our commercial air fleet, is interestingly told by a Pulitzer Prize winner, author of Laughing Boy. Houghton, Mifflin; \$3.50.

Psychologist Unretired, the life pattern of Lillian J. Martin, by Miriam Allen deFord; a most sympathetic and understanding biography of one of California's most notable women. Dr. Martin retired from her position as professor of psychology at Stanford University most unwillingly. She wanted to go on in her position, helping people for many years. Since the rules of the university forbade, she found a new way of helping. She founded two mental hygiene clinics, wrote two books, established a Child Welfare Bureau, helped in the readjustment of a group of 50 "shell-shocked" soldiers of World War I, and later, when she was well along in her seventies, opened her Old Age Counseling Center in San Francisco. Stanford University Press; \$3.

Child of Destiny, The Life Story of the First Woman Doctor, by Isabel Ross. This biography of Dr. Elizabeth Blackwell covers the years of the agitation against slavery during the 19th century, and also the progress in the emancipation of women, in which she was one of the chief workers. Harper; \$3.50.

Between Pacific Tides, Revised Edition, by Edward F. Ricketts and Jack Calvin; foreword by John Steinbeck; line drawings by Ritchie Lovejoy. There is a course in biology for the layman within the covers of this book, although its sponsors say modestly that it is designed "to stir curiosity rather than to answer questions." 100 pages of excellent plates enrich the volume. The book is filled with interesting information on familiar acquaintances, from crabs and limpets to the toredo, and many less familiar. Stanford University Press; \$6.

Cheaper by the Dozen, by Frank B. Gilbreth, Jr., and Ernestine Gilbreth Carey; illustrated by Donald McKay. This hilarious narrative is good for several laughs on even the bluest of Mondays. Two of the 12 children of the noted efficiency engineers, Frank and Lillian Moller Gilbreth, give a rollicking account of the family's training in efficiency throughout their childhood. They learned to eliminate waste motion. Crowell; \$3.

A Fortune to Share, by Vash Young. This is a handbook on positive thinking, optimism, and a higher type of living. "The inspiring story of one man's discovery of a great power within him." (Republished.) World Pub. Co.; \$1.

For the Younger Folk

A Picture Dictionary for Boys and Girls, by Alice Scott, supervised by Stella Center, illus. by Anna Camesas and Mary Jungbeck. Here is a picture book which makes studying easy, and gives even the very young student skill with words. There are more than 3,600 words included through the 6th grade vocabulary. In pleasant fashion a confirmed "dictionary habit" can be formed. Garden City Publishing Co.; \$3.

Picture Book of California, of Florida, of Illinois, of Massachusetts. These four of the pictured geographies series are by Bernadine Bailey, with pictures by Kurt Weise. They bring geography and a bit of State history to the young student, in pleasant form. Whitman; \$1.

The Fold-Away Doll House and Play Book of cut-out furniture; designs by Catherine Barnes. A most delightful doll-house in heavy pasteboard which folds up to look

like a square book. Furniture to cut out and arrange is inside; erected it is a colorful house (open on one side), to rejoice a child's heart. Garden City Pub. Co.; \$1.

Verses for Little People, by May Norman. Some charming child verses in paper cover. They get the child's viewpoint well. William-Frederick Press; 50c.

Miss Anna Truly, by Violet Drummond. Miss Anna Truly, aged six, goes to the King to ask him to decide who owns the bluebell patch. The King and Queen receive her royally, and everything happens as 6-year-olds would have it. Pictures to delight a child. Houghton, Mifflin; \$2.

Back-Seat Driver, by Mabel L. Robinson; pictures by Leonard Shortall. An exuberant story of Riley, a wire-haired terrier who has directed the driving of his master, the doctor, all his life. He gets a car of his own. Random House; \$2.

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In Memoriam

Laurah L. Hiser

California Teachers Association lost a beloved member in the passing of Laurah L. Hiser, teacher in Sweetwater Union High School, National City. Miss Hiser died November 10 and funeral services were conducted in the Little Chapel of the Roses with interment in Glen Abbey Memorial Park Monday, November 14.

Miss Hiser had taught 31 years, 26 in Sweetwater, 3 in Holtville, and 2 in Kansas. She was an outstanding teacher of commercial subjects, having been active in the

Business Educators Association in San Diego and in California.

In tribute to this lovely person, her principal, Frank M. Chase, Jr., wrote: "Miss Hiser, in her 26 years in Sweetwater, contributed greatly to the lives of boys and girls who were privileged to have her as a classroom teacher and adviser. She rendered to all of us a less tangible but nonetheless vital service, in the development of sound curricular trends in the department which she headed for so many years. The touch of this true teacher was also felt in the growth of a definite school character here which is expressed in traditional activities, attitudes, and ideals.

"Thus, in losing Miss Hiser, we have lost a fine teacher of boys and girls, a co-worker admired and respected by her fellow teachers, and an important force in the organizational growth and development of our school."

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The Educator Number Fence was developed by a teacher to make the teaching of numbers a meaningful process for little children. Made of hardwood about 8" x 1 3/4", finished in bright colors with pegs and cross pieces of contrasting colors. Each child works with a board, learning the numbers by actually handling the pegs. Durable and can be used year after year. Price per dozen \$15. Little Red School House, 38 Main Street, Manasquan, New Jersey.

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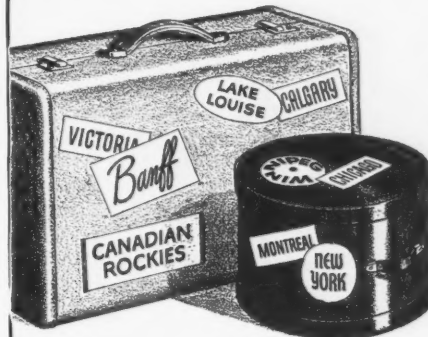
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COMING EVENTS

January 1 — New Years Day.

January 7 — CTA State Board of Directors; regular meeting. At CTA State Headquarters, San Francisco.

January 13, 14 — Audio-Visual Education Association of California; annual State conference jointly with Bay Area section meeting of California School Supervisors Association. Hotel Whitcomb, San Francisco.

January 14 — California Music Educators Association, Bay Section; in connection with Bach Festival. Stockton.

January 14 — CTA Southern Section Council; regular meeting. At the Section headquarters, Los Angeles.

January 15-21 — Printing Week; national observance.

January 21 — CTA Northern Section Council; regular meeting. Marysville.

January 28 — CTA Bay Section Council; regular meeting. Womens City Club, San Francisco.

February 6, 7 — National Commission on Teacher Education and Professional Standards; regional conference. San Francisco.

February 12 — Birthday of Abraham Lincoln.

February 12-15 — NEA Association for Supervision and Curriculum Development; annual convention. Denver.

February 12-19 — Negro History Week. For details address Association for the Study of Negro Life and History, 1538-9th Street, NW, Washington 1, DC.

February 14-17 — California Recreation Conference; the 2nd annual meeting co-sponsored by State Recreation Commission and California Recreation Society. Civic Auditorium and St. Claire Hotel, San Jose.

February 16-18 — Regional Conference on Conservation. Pasadena.

February 18 — National Teacher Examinations given at testing centers throughout the United States. For full information address Educational Testing Service, P. O. Box 592, Princeton, New Jersey. Complete application must reach ETS by January 20.

Printing
Week

JANUARY
13-21 1950

February 18, 19 — California Association for Childhood Education; annual State convention. Long Beach.

February 22 — Washington's Birthday.
February 23-25 — American Association of Colleges for Teacher Education; annual meeting. Atlantic City.

February 24-25 — United Business Education Association Divisions (National Association of Business Teacher-Training Institutions, U.S. Division of International Society for Business Education, Business Education Administrators' Division, Business Education Research Foundation; joint meeting). Atlantic City.

February 25-March 2 — American Association of School Administrators; national convention. Atlantic City.

March 3-5 — California Association of Women Deans and Vice-Principals, Southern Section; annual meeting. Mission Inn, Riverside.

March 4 — CTA State Board of Directors; regular meeting. At CTA State Headquarters, San Francisco.

March 6-8 — Wild Life Management Institute; San Francisco.

March 7 — California Conservation, Bird, and Arbor Day; Opening 16th California Conservation Week.

March 8-11 — California County Superintendents of Schools Association, and County Superintendents Staffs. Asilomar.

March 11 — CTA Southern Section Council; regular meeting. At the Section headquarters, Los Angeles.

March 11, 12 — School Library Association of California; 10th annual State meeting. Sir Francis Drake Hotel, San Francisco.

March 17, 18 — NEA Department of Classroom Teachers; annual Southwestern Regional Conference, directed by Mary Virginia Morris of Los Angeles. Miss Morris is the Southwestern Regional Director. Salt Lake City.

March 17-19 — California League of Credit Unions; annual State convention. Fresno.

March 18-23 — Music Educators National Conference; biennial convention. St. Louis.

March 20-23 — Trade and Industrial Arts Education and Teacher Training; annual State conference. San Francisco.

March 23-26 — Pacific Coast Camping Federation; annual conference. Asilomar.

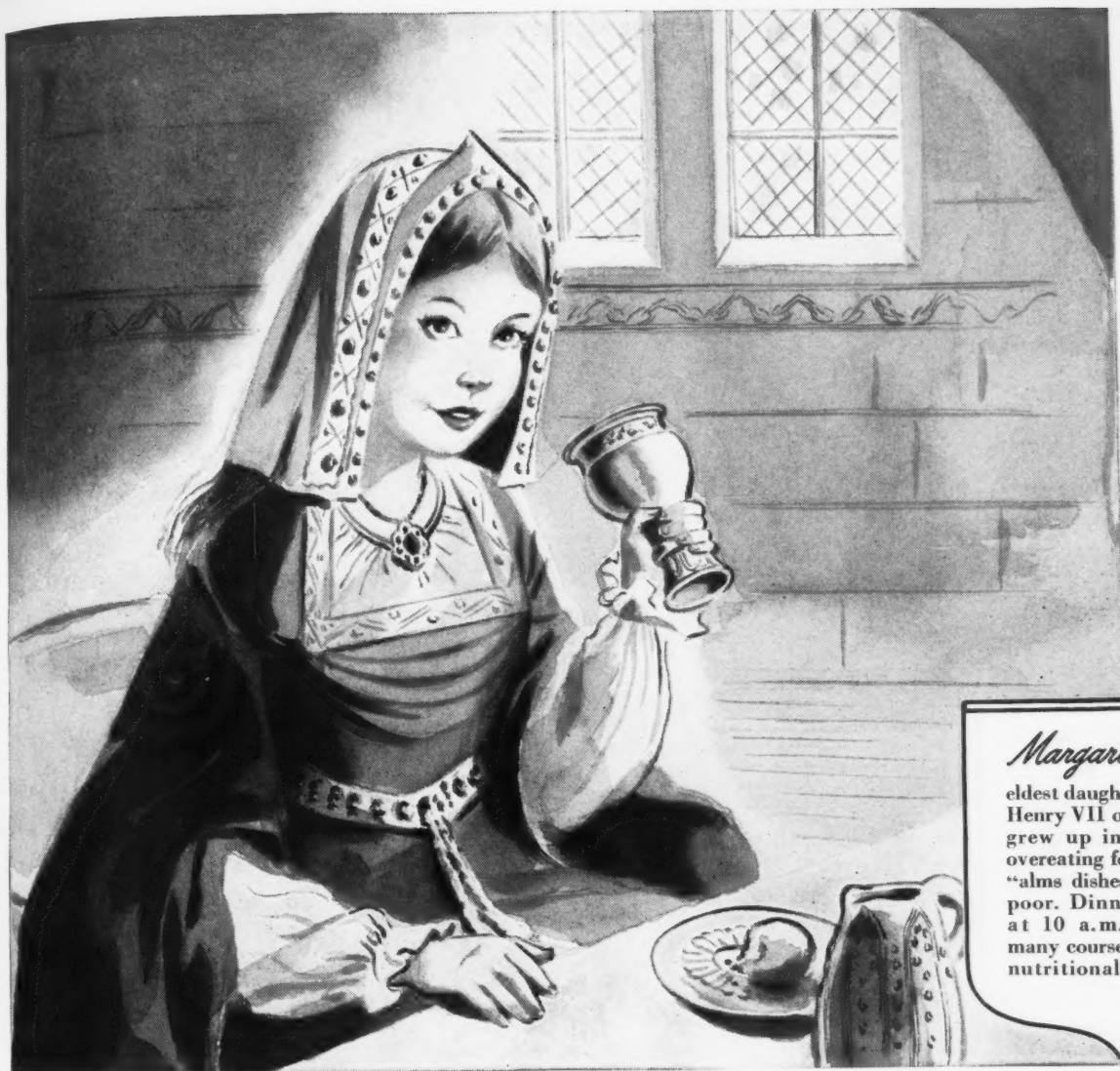
April 7, 8 — California Teachers Association; annual meeting; State Council of Education; State Board of Directors; State Committee Meetings; California Student Teachers Association meeting. Palace Hotel, San Francisco.

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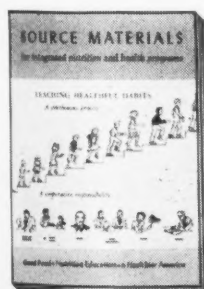
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